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ABSTRACT

The feasibility of the 45-15 plan for elementary schools is considered and the four-quarter or quinmester plan for secondary schools in Guam is explored. Topics considered in this study are personnel, administration, facilities, bus transportation, curriculum development, cost effectiveness, and optional versus mandatory year-round school programs. Included in the report is a geographical and socioeconomic profile of the island of Guam and projections of its future school age population. The appendixes include cost estimates for pre-implementation of a year-round school plan, teacher and student questionnaires and results, an examination of traditional vs. year-round school plant utilization, the special features of Guam's 45-15 plan, and a calendar for program implementation. (Author/DN)

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FEASIBILITY STUDY
FINAL REPORT
YEAR-ROUND SCHOOL

Part I - The 45-15 Plan for Year-Round Schools on the Elementary Level

Part II - The Four-Quarter or Quinmester Plans for Year-Round Schools on the Secondary Level

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Submitted
July 3, 1973

To
Territorial Board of Education

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Representative from the Parochial School	Sister Bernadette Prochaska
Representative from the Students	Miss Doreen Blas J. F. K. High School

PREFACE

The idea of a rescheduled school year for Guam began with passage in 1969 of a resolution by the 10th Guam Legislature requesting the Board of Education to consider the idea. An apparent widespread growth of interest nationally, coupled with a continuing shortage of classrooms locally, led the Board in 1969 to authorize Mr. Richard G. Tennessen, then Deputy Superintendent and Mr. Atanacio Gutierrez, Board Member, to visit various mainland schools to obtain information. A comprehensive report was made after their return and made available to the Board, members of the Legislature, and the Governor. Since this time, a continuous information-gathering process relative to rescheduled school year plans has been going on.

As part of this gathering process, Mr. Tennessen and Mr. Frank Iverson, member of the Board, attended the 3rd National Conference on Year-Round Education in Cocoa Beach, Florida during March, 1971.

As a result of this Conference, the Tennessen Report rejected as short-term solutions for Guam's projected enrollments such plans as increased double sessions, accelerated building programs, more temporary classrooms and increased teacher-pupil ratios for educational and economic reasons. None of these plans offered the opportunity for both economy and educational improvement.

The rescheduled school year seemed to offer both these advantages. Further study on how to implement year-round use of educational facilities was undertaken.

In accordance with the Board-Union Agreement, a committee was formed by Dr. Katherine Aguon, Director of Education, to study year-round education plans. The Director asked the committee to consider the pros and cons of year-round schools and to make recommendations on the advisability of year-round education for Guam's public school system.

Specific recommendations of the Board-Union Committee included the following:

- Year-round schools should be given further consideration by the Board of Education at the elementary and secondary level.

- A Central Coordinating Committee should be created along with various subcommittees of Areas of Concern.

- A full-time professional to chair the Central Coordinating Committee should be hired.

- An extensive public information program designed to inform teachers, students, parents and others in the community of the important advantages to be gained by a change to year-round education and how the 45-15 Plan operates should begin immediately.

- Conduct a survey to determine existing attitudes regarding year-round education.

- A request for funds, over and above, current appropriations to finance the work of the Central Coordinating Committee.

- By July 1, 1973 the Central Coordinating Committee must submit a final report to the Board. Based on this report, the Board must then decide the fate of year-round education.

In its summary the Board-Union Committee cautions not to adopt year-round education because it will be the source of a financial bonanza. Although there could be substantial savings in the area of capital improvements the Committee estimates at least initial operating costs will rise. The most far-reaching effect of year-round education seems to be in the improvement of curriculum, and in general, better and more relevant education for the public school children of Guam.

In order to facilitate information gathering processes, a Central Coordinating Committee, composed of representatives from all areas of community concern was created. The Central Coordinating Committee then created Subcommittees of Areas of Concern. These areas

included Personnel, Bus Transportation, Community Programs, Federal Programs, Administrative Details, Junior High Curriculum, Elementary Curriculum, and Facilities. A coordinator for rescheduled school year was hired and given the task of organizing these committees.

The writers of this report are greatly indebted to Dr. Katherine B. Aguon, Director of Education, members of the Committee on Education - The Twelfth Guam Legislature and the members of the Central Coordinating Committee for their assistance in preparing this report.

Mr. Lorenzo Cerezo, Department of Education Statistical Services, furnished valuable suggestions and information regarding current enrollments and enrollment projections of Guam Public Schools.

The various Chairpersons and members of the Subcommittees' Areas of Concern have offered extremely useful suggestions and provided valuable information that helped in the final writing of this report.

A special thanks to the Guam Visitor's Bureau and Department of Commerce for the statistical information these offices supplied.

The writers are also indebted to the following individuals at the Learning Resources Center for their help with the graphics and layout of certain sections of the report.

Richard Sorby
Danny Leon Guerrero
Ron Bitonio

Finally, the writers are indebted to Mrs. Roxanne Crutcher, with whom the authors worked in close contact throughout the typing, compiling and editing of the final report.

TABLE OF CONTENTS

I.	Introduction	1
II.	Guam-Geographical Setting	2
III.	Guam-A Brief Profile	3
IV.	Economy and Education in the Local Government	7
V.	Guam Public Schools	9
VI.	Target Study Area Schools	10
VII.	Recommendations	13
VIII.	45-15 Plan	17
	Personnel	18
	Administrative Details	33
	Facilities	40
	Bus Transportation	51
	Junior High Curriculum	56
	Elementary Curriculum	65
	Community Program	71
	Federal Programs	76
IX.	Alternatives for Secondary Scheduling	79
	Mandatory Rotating Four-Quarter Plan	80
	Optional Four-Quarter Plan	84
	Optional Quinmester-45 Plan	86
	Optional Quinmester-45 Calendar	89
X.	Areas of Concern	
	Personnel	90
	Administrative Details	102
	Facilities	108
	Bus Transportation	115
	Secondary Curriculum	117
XI.	Appendix	124

LIST OF TABLES

School Population Projections..... 4

Target Area Projections..... 11

STEPS - Administrators Salaries..... 24

Teachers Daily and Annual Rate..... 29, 39, 31

Computer Costs..... 37, 38

Facility Needs
- Elementary Regular Session..... 47
- Elementary Year-Round School..... 48
- Junior High Regular Session..... 49
- Junior High Year-Round School..... 50

Bus Needs
- Elementary..... 52
- Junior High..... 53

Administrators Salaries - Secondary..... 95

Teachers Daily and Annual Rate..... 98, 99, 100

Facility Needs
- High School Regular Session..... 113
- High School Year-Round..... 114

LIST OF ILLUSTRATIONS

Map of Guam in Relation to Pacific Countries..... 2

Traditional vs. Rescheduled Enrollments..... 10

Curriculum Revision Format - Junior High..... 59

Mandatory Rotating Four-Quarter Plan..... 80

Quinmester - 45 Calendar..... 89

Curriculum Revision Format - High School 118

INTRODUCTION

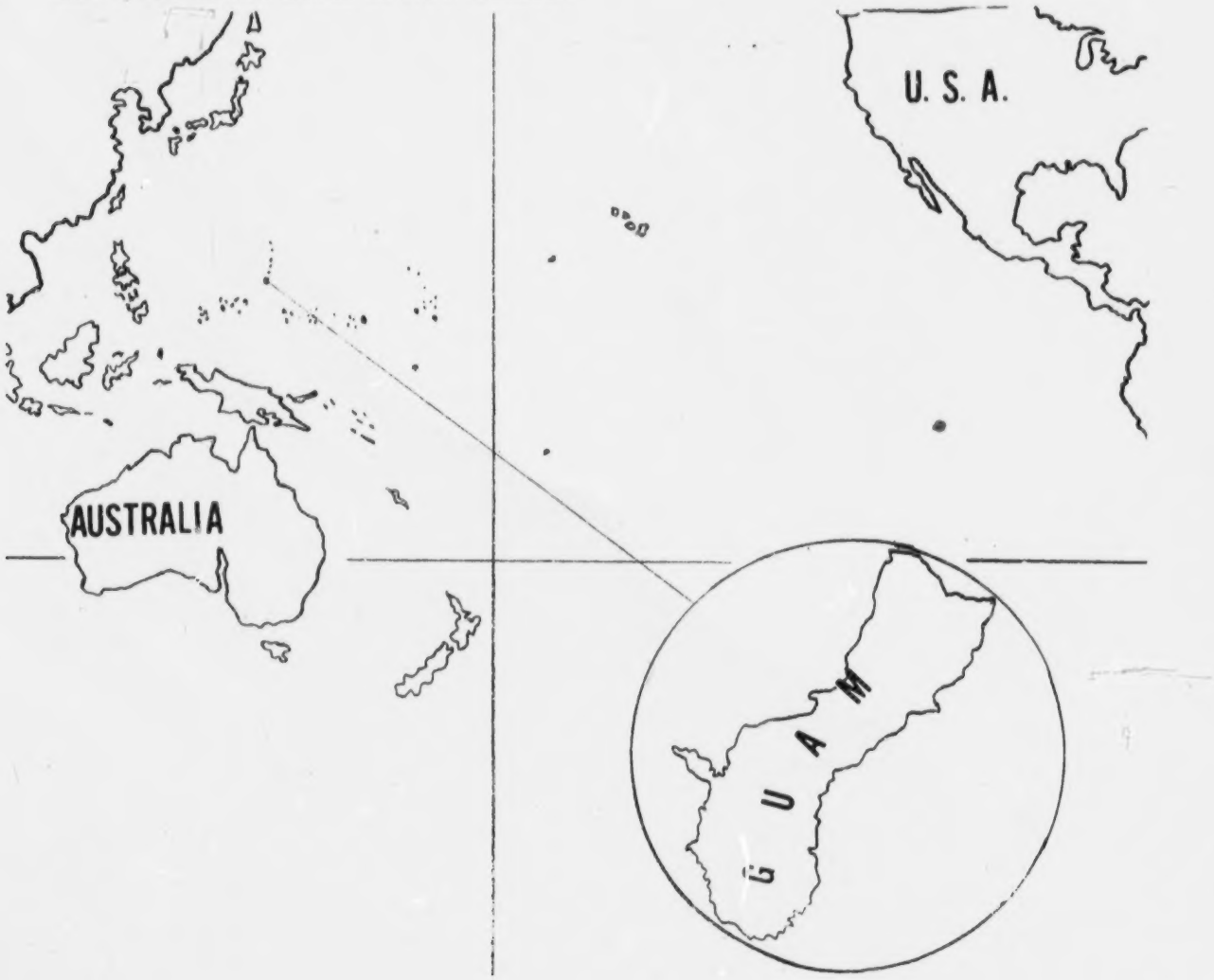
Why has Guam decided to study and develop plans for school year calendar revision?

With Guam facing a projected enrollment increase of 1,200 - 2,000 students per year, it was concluded that something more had to be done than building additional elementary schools or doubling up on partial double sessions.

This report is the result of recommendations made to the Coordinator and Central Coordinating Committee by the Subcommittees of Areas of Concern.

GUAM - GEOGRAPHICAL SETTING

Guam is the largest and southernmost island of the Marianas chain. It is located at latitude 13°28' North and longitude 144°45' East. The island is 30 miles long and 4 to 11 1/2 miles wide. Total land area, excluding reefs is 209 square miles. Guam has a warm, humid climate year-round which islanders divide into wet seasons and dry seasons. Mean annual rainfall ranges from 85 to 115 inches. Guam is 1,200 nauticle miles east of the Philippines, 1,500 miles south-southeast of Japan and 1,000 miles north of New Guinea.



GUAM - A BRIEF PROFILE

Guam's population is truly cosmopolitan with 75% being Guamanian or Chamorro, 9% U.S. Mainland, 8% Filipino and about 5% all others.[1] (Japanese, Korean, Chinese, Trust Territory and many others)

The location of Guam - closer to Tokyo, Manila, HongKong, Singapore, Djakarta and Sydney than Honolulu, let alone the U.S. Mainland - gives one an idea of the important strategic position of the island. Guam is, in fact, the military, communications, cultural, and economic center of the Western Pacific. This means Guam has large military bases with new, modern and complex machinery and equipment - airplanes, nuclear submarines, ships, computers, data processing equipment, hospitals, and soon, repair facilities for all these operations. As examples of Guam's communications importance, there is a NASA Tracking Station, an RCA Satellite Communications Station, and Fleet Weather Central.

The Territory of Guam has been a possession of the United States since 1898. The Organic Act in 1950 established Guam's residents as U.S. Citizens.

With a total land area of 209* square miles, Guam represents many paradoxes. During World War II, Guam was occupied by forces of Japan's Imperial Army. An aggressive enemy was finally defeated and expelled in bloody fighting during July, 1944. Today, descendants of these once proud soldiers loll in the sun and surf, traveling the 1,500 miles from Tokyo to be married in U.S. style ceremonies. However, the majority of the Japanese come to Guam for their honeymoon. Some have gone so far as to dub Guam, Japan's Niagara Falls. The peaceful attractiveness of Guam's uncrowded beaches and the purity of her air have been a boom to the travel industry. Over 138,000 travelers from Japan visited Guam during fiscal year 1972.[2]** Total visitors to Guam during fiscal year 1972 was a whopping 185,300 - a 55.4% increase over 1971.[3]

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* Excludes fringing reefs

** Based on 74.6% of total market share.

Coupled with this increase in tourism is the island's birth rate which is now among the highest per capita in the world. It is, also, seemingly apparent that more United States mainlanders are returning to live on the island after having pleasant memories of Guam while serving in the military. All of these factors create jobs and jobs bring in families with school age children.

Due to her strategic location, Guam is considered to be the bastion of Southeast Asian defense. Giant B-52's from Guam's Andersen Air Force Base are credited with helping bring the North Vietnamese to an early signing of the peace agreement after the bombing attacks of Christmas 1972. The Navy has three bases on Guam. Both the Air Force and Navy permit servicemen to bring their families to Guam. Unlike most duty stations overseas, and because the Organic Act of 1950 made U.S. Citizens out of all Guamanians, there are no Department of Defense schools on Guam. Instead, the 27,333[4] public school children, of which close to 5,000 are military dependents, attend modern educational complexes staffed by Guamanian and contract teachers from just about every state in the Union.

Guam, like most American communities, faces problems of "school population explosions". The table below shows the projected figures of Guam's public school age population over the next five school years. These projections are based on the Department of Education Revised Five-Year Capital Needs Plan, May 10, 1973.

TABLE I

SCHOOL POPULATION PROJECTIONS	
1972-73 (current)	27,333
1973-74	28,973
1974-75	30,711
1975-76	32,554
1976-77	34,507
1977-78	36,577

Even these figures are a conservative estimate and many would not hesitate to add an additional 200-800 per year to these figures.

Education is expensive everywhere. Maybe even more so on Guam due to her insular position in the Western Pacific. Practically everything must be imported. The minimum wage law is among the highest in the nation. These two factors, along with inflated land costs, account for most of the expense in construction costs. Due to the probability of typhoons in the region of Guam, all buildings must be built to resist winds of at least 155 miles per hour - another factor adding to the cost of construction.

First dubbed "the Ladrones" by Ferdinand Magellan in 1521, the island has since lived down its somewhat innocuous early name (literally; land of thieves) and has progressed at record rate for the past ten years. Where once stood rusting quonset huts; high rise hotels, office buildings and contemporary shopping centers take form. Gone are the days of hastily improvised shelters. Large housing tracts have sprung up over-night in the northern and central regions of Guam with additional plans for development in the south-central and southern regions. What, then basically gave impetus to these phenomenal economic, social and political changes of the sixties?

The decade of the sixties saw Guam emerge from the status of a sleeping Pacific island to that of Pacific growth leader in fiscal year 1971. Significant economic, social, cultural and technological changes have, and are, taking place at a record pace.

Typhoon Karen, in 1962, will always be remembered as a "not so gentle lady" that literally wiped-out much of the island. Devastation caused by Karen necessitated huge injections of federal assistance. It was these monies in the form of rehabilitation funds that were of special economic significance to the island.

In 1963, military security was lifted, opening Guam to the casual traveler. The change in security, coupled with the rehabilitation funds from the Federal Government, gave impetus to economic expansion.

Guam grew from 79,000 in 1963 to an estimated 106,651 in May of 1973.[5] This represents an approximate 35% rise.

The population projection places Guam's population at 154,000 in 1980.[6] Opinions of informed sources, namely Dr. Edwin L. Carey, Dean, College of Business and Applied Technology, University of Guam, predicts that with eventual military withdrawal from southeast Asia, Guam in the future will become an even more important strategic military base.[7]

ECONOMY AND EDUCATION IN THE LOCAL GOVERNMENT

In 1970 the Government of Guam's operational budget for education was 18 million dollars. This figure in 1960 was 3.7 million dollars. Expenditures per pupil increased from $251.72 in 1960 to $674.25 in 1970.[8]

As the 1973 fiscal year scheduled cutoff date for rehabilitation funds approached, Guam realized that money formerly available for school construction would not be there. The Department of Education was faced with a dilemma. The question had to be asked: "What do we do about the record increase in Guam's school age population?" The Board of Education was faced with several alternatives:

1. increase the number of schools on double sessions
2. increase the student-teacher ratio in the classroom
3. construct more portable classrooms
4. reduce the number of students via resident requirements.
5. lease more facilities
6. explore calendar revision plans

While the above alternatives present temporary relief to overcrowded school districts, none except number 6 seemed to have the advantages of both economy and educational soundness. Numbers three and five were economically unsound - temporary building are just that - temporary - while rental on Guam for even warehouse space is all but prohibitive. The money spent on rental would, for all practical purposes, be lost. The remaining alternatives have proven again and again to be educationally unsound. The most obvious and desirable solution - to build more permanent schools - had already been eliminated by the expiration of rehabilitation funds.

To a large extent, the Government of Guam has little control over the generation of revenue. Under the Organic Act of Guam, the Legislature is limited to the enactment of revenue measures other than those in the income tax field. The largest item in the government's operational budget at the present time is education. This represents 46% of the entire budget.(9)

It is estimated that between 1971 and 1977, $300,000,000.00 will be needed for capital improvements alone. Of this three hundred million dollars, thirty-six million will be required for educational capital improvement. Approximately forty-three million dollars may be raised from available surplus revenues with an additional 6.3 million dollars from the Rehabilitation Act. When one considers other capital improvement projects now on the drawing board for this six-year period (39 million for power; 17.7 million for sewage; 15 million for water systems; 12 million for telephone services; 43 million for highway maintenance and additional monies for highway construction; 33 million for airport(10) expansion) it is easy to see that Guam is faced with a financial dilemma in more areas than education; so perhaps it was inevitable that Guam would conclude that the idea of year-round education was one way to get around capital improvements in the area of education. After all, Guam's considerable investment of $75 million in educational facilities was lying dormant for approximately one-fourth of the year.

GUAM PUBLIC SCHOOLS - 1972-73

Guam's public school enrollment as of February 1973 was 26,977. This figure includes all elementary schools, K-6, all senior high schools, junior highs, post secondary and special schools (deaf, blind and other handicaps). In addition to public schools the enrollment at parochial and private schools reached a total of 4,548 during school year 1972-73. Any consideration of year-round education would have to consider these later institutions as many of these students utilize the same bus transportation and qualify under government regulations for certain types of curricular aid.

Twenty-five elementary schools function as feeders for the five junior high schools. In turn, these five junior high schools feed the three senior high schools on the island.

Double sessions had been tried before on Guam and an aroused public would not take kindly to more of the same. Presently some schools are temporarily relieved of their overcrowded conditions by the addition of temporary classrooms. However, the central design facilities, such as library, gymnasium, lunchroom and kitchen are drastically strained to serve the "new" capacity school. These facilities need to be enlarged to accomodate the extra students made possible by temporary classroom additions. The cycle continues as capital improvements costs increase within an existing school plant. An increased teacher-student ratio at this time would be in violation of the Board-Union Contract that places elementary teaching loads at 26-1 and secondary loads at 28-1. Reducing the number of students is theoretically possible since many students from the Trust Territory and the Philippines are currently enrolled in special I-20 status. Then too, non-resident students could be charged tuition. However, the money saved or gained from following either one of these suggestions would be inconsequential when compared to the overall need for capital improvements.

TARGET STUDY AREA SCHOOLS

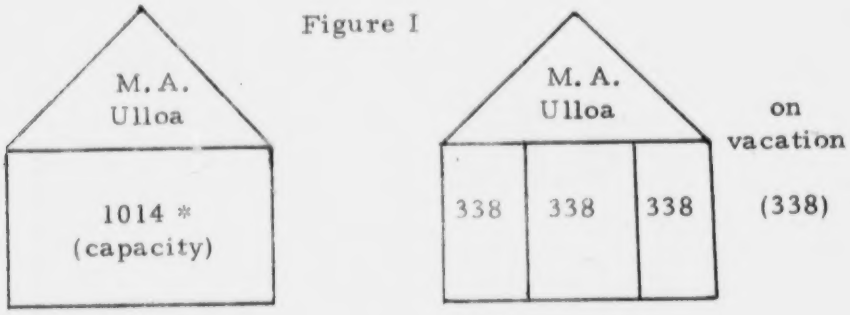
Target study area schools were recommended by the Board-Union Study Committee because of population density, location in one community, size and differing grade levels of the schools and the population mixture of the community.

An attempt was made to project school enrollments beyond the 1973-74 school year as indicated in the table below. Percentage increases between present school enrollments (March 30, 1973) and projected enrollments for the pilot year of 1974-75.

Comparing school capacity figures for 1973-74 with projected needs of 1974-75, one can readily conclude that schools in the target area will need either additional school plants, more temporary classrooms, more rental facilities, possible double sessions or even a combination of these alternatives.

By rescheduling the school year, to the recommended 45-15 plan of the Board-Union Committee, approximately 33% more students can be accomodated by existing facilities. (See Figure I)

Figure I



Total accomodated on Traditional = 1014

Total accomodated on 45-15 = 1352

* Design capacity based on regular classrooms as reported to the Territorial Board of Education April 3, 1973. Reflects a 26:1 student-teacher ratio.

At any given time there are 1014 students in attendance. Three hundred thirty-eight are always on vacation By rescheduling the school year, M. A. Ulloa Elementary will remain below capacity at least for the pilot study year and still be able to accomodate approximately 33% more students (1352).

Below is a table of projected enrollment figures for the target study pilot school area. The projections were based on the 1969 - 1973 average rate of increase in the area recommended for the pilot study. Finegayan was included in the table due to the fact it is in the general attendance area and students graduating from this school will no doubt attend Dededo Junior High School.

TABLE II
Target Area Projections

School	All School Average Rate of increase 1969-1973	Projected 1973-74 Enrollment	Projected 1974-75	Present Enrollment (March 30, 1973
M. A. Ulloa (1088) ** [1014] ***	8.7%	1088	1183*	941
Harmon Loop (973) [754]		973	1058	872
Wettengel (894) [986]		887	964	673
Dededo Jr. High School (1712) [1296]		1724	1874	1565
Finegayan (1087) [957]		1067	1160	1010

* All figures to the nearest whole number.

** Capacity enrollments including temporary and makeshift classrooms.

*** Central design capacity in brackets based on number of regular classrooms as reported to the Territorial Board of Education April 3, 1973. Reflect - 26:1 teacher to student ratio

It is anticipated that the figures in the preceding table will not be affected even with the scheduled opening of the new Yigo Junior High School and elementary school in 1974. This is due to the fact that students now attending Barrigada Junior High will be pulled back from this school and into Dededo Junior High when the Yigo school opens.

RECOMMENDATIONS

1. The desired effects of operating schools on a twelve month basis should include:

   A. Greater flexibility in programs and any expanded and improved curriculum.

   B. Better utilization of facilities.

   C. Reduction in capital improvement costs.

   D. More students taught by qualified personnel through more effective use of certificated teachers to replace non-certificated personnel.

   E. Decrease of student learning loss caused by the long summer vacation.

   F. Acceptance by the greater community.

2. Year-round schools should be given further consideration by the Board of Education at the elementary and secondary level. Specifically, the 45-15 plan is recommended at the elementary level and the optional quinmester-45 plan for the secondary level.

3. The target date for implementation on a pilot basis should be June of 1974, for the elementary level and August of 1974 for the secondary level.

4. Pilot schools should be Ulloa (K-3); Wettengel (4-6; Harmon Loop (K-6); Dededo Junior High (7-9) and John F. Kennedy High School (10-12). These schools are recommended because of population density, location in one community, size and differing grade levels of the school and the population mixture of the community.

5. By July 15, 1973, at the latest, the Board must decide on the basis of the reports of the Central Coordinating Committee and its

various subcommittees, whether or not to proceed with the pilot school implementation.

To implement these five basic recommendations, the Committee has certain additional recommendations. In making these recommendations, the Committee wishes to stress that all recommendations in this report constitute a whole which must either be accepted or rejected in their entirety.

To explain this position, the Committee wishes to emphasize that the question is not, "Can schools be operated on a year-round basis?" That question has been answered by several school districts on the mainland. The question is, "Can and should schools be operated on a year-round basis on Guam and what is necessary to accomplish this?" If year-round schools are to be tried on Guam, that try must be properly planned and evaluated. The Committee feels that the following recommendations constitute the minimum which must be done in the planning and evaluation stages. (This is not to imply that no changes may be made in these recommendations, but rather that in making any such changes, the substance must be retained.)

6. A full-time professional must be hired to coordinate all planning and operation of the pilot programs. This person must be hired by August 3, 1973, have no other responsibilities and must be assigned a full-time assistant coordinator, public relations coordinator and two secretaries.

7. An extensive public information program must begin immediately to inform teachers, students, parents and others in the total community of the important advantages to gained by a change to year-round education and how the calendar plans operate.

8. Additional funds must be appropriated to finance the pre-pilot implementation phase which extends from July, 1973 to June, 1974.

9. Operation of the pilot schools on the elementary and secondary level must be recognized in the preparation of the FY-75 operational budget of these schools.

10. Between August 1, and November 1, 1973, one administrator and one teacher from each of the selected pilot schools must observe other systems operating the 45-15 plan or quinmester plan. Both

coordinator and assistant coordinator must accompany administrators and teachers to the States. Said administrators and teachers shall be responsible for developing and conducting relevant in-service training in the operation of either the 45-15 plan or Quinmester for all personnel in their school.

11. Between November of 1973 and May of 1974, all administrators and teachers in the pilot schools must attend relevant in-service training in the operation of either the 45-15 plan or Quinmester plan. If necessary, consultants from schools now operating 45-15 or Quinmester plans should be hired to conduct at least some of these sessions.

12. At the secondary level, sequential enrollment mandates full time use of a computer and trained staff. At the elementary level, such equipment and staff is highly desirable but not absolutely necessary.

13. The 12-month contract must be voluntary on the part of teachers. It would be advisable for the Board of Education to adopt selection criteria; not all who apply need to be accepted.

14. The number of teachers to be recruited must not be reduced until the plan has been operational at least one or two years. Use "extra" teachers, if any, to take the place of limited term personnel, to develop curriculum, and to act as substitute teachers until vacancies occur. The cost in terms of benefits will be small.

15. Construction plans, projects and funding should initially continue as if the plan had not been implemented. In relation to buildings needed, the plan should be considered temporary at first. This recommendation is based on:

    A. The present existence of temporary and other outdated facilities which need replacement as soon as possible.

    B. The two to three-year lead time needed to construct a school from the planning stage to completion. The fact that the plan may not work or may not be acceptable to the community would cause a need for the facilities, to re-implement the traditional school year.

16. That an evaluation committee be selected by the Director and the Board of Education by October 1, 1973 to design an evaluation model to determine the effectiveness of pilot schools in such areas as:

A. Cost-benefit analysis
B. Curriculum
C. Socio-economic impact
D. Other

The evaluation models must be completed by April 30, 1974.

Summary:

The authors wish to stress that the implementation of year-round schools represents a major change which may effect existing sociological patterns and family life styles. A planned evaluation and monitoring of these changes and resultant effects must be undertaken throughout the pilot year.

Since the ultimate concern of all education is the learner's needs as opposed to institutional needs, factors contributing to the fullfillment of these needs must be evaluated during the pilot years.

The authors caution the Board of Education not to adopt year-round schools on the expectation a financial bonanza will occur. Substantial money will be saved on capital expansion and improvement, however operational costs will rise.

45-15 PLAN

The 45-15 plan is a means of assignment for students, staff members and building facilities. The Guam schools could anticipate a savings in building construction costs, more effective use of present physical facilities, and extended work year for some certified and non-certified staff members, more extensive use of personnel, and a more equal distribution of student attendance, and quality education for the student body.

The 45-15 plan is a compulsory sequential enrollment plan which mandates that 75% of the students are in school and 25% are on vacation at any given time. To implement this plan a school's attendance area must be divided into four equal geographical areas in terms of student population. Each geographical area will be designated as group 1, 2, 3 and 4.

Group 1 will start classes and continue for 45 class days as established by the school calendar. Then Group 1 will have 15 class days off for vacation.

Group 2 students would begin 15 class days after Group 1; Group 3 students would begin 15 class days after Group 2; etc. In this manner, each group will attend 45 class days and then have 15 class days off for vacation. At any one time, however, only three out of the four groups will be attending classes.

Four such cycles per calendar year will give each student 180 class days per school year.

The four groups will always stay in the same order of rotation. Unless the family moves or requests differently, all children in the same family are placed on the same attendance schedule, even though the children may be at different grade levels or at different buildings.

With a standard annual calendar, Saturdays and Sundays, all legal holidays, two weeks at Christmas, a week at Easter, and two weeks around the first of July, the school would be designated as school closing times. No classes are in session, however the building would be open for maintenance, community activities and library service.

PERSONNEL SUBCOMMITTEE

Mr. Frank Rivera	Chairman Elementary Pilot School Administrator
Mr. Sabino Flores	Associate Superintendent - Personnel
Mr. Ronald Aguon	Civil Service Commission Representative
Mr. John Cruz	Civil Service Commission Representative
Mr. Vicente Pangelinan	Junior High Pilot School Administrator
Mr. Webster Mercantel	Junior High Pilot School Teacher
Mr. Herbert Cruz	Elementary Pilot School Teacher
Mr. John Balajadia	Department of Administration Representative
Mr. Robert Hartsock	GFT Liason Representative

PERSONNEL

Subject: IDENTIFY HOW A SUFFICIENT NUMBER OF TEACHERS CAN BE RECRUITED TO ACCOMMODATE THE INSTRUCTIONAL PROGRAM.

1. Recommendations:

Prevailing teacher recruitment and assignment policies and procedures shall be adapted to the year-round school teacher employment and assignment.

2. Summary:

Survey present staff for availability for assignment to year round school. Among those available, teachers presently hired will be given preference in order to minimize the complexities inherent in off-island recruitment. Present employment contractual provisions should be modified or a separate teacher contract form be developed for employment in year round schools, thereby enabling the Department of Education to recruit teachers from off-island as well as terminate off-island contracts in June and September. Emphasis in employment in the year-round school at the intermediate and junior high levels will be given to those who are willing to teach year round (Plan III under Item 9.b. (1). Advertise as widely as possible throughout the U.S. about our year round school teacher needs. Off-island teacher recruitment in recent years has been quite successful. The Department of Education will, presumably, find it easier to recruit teachers for year round school employment.

3. Limitations:

Board-Union contract provisions relating to employment and assignment need to be opened for negotiation.

Subject: IDENTIFY HOW FRINGE BENEFITS WILL BE ADJUSTED. (RETIREMENT, PERSONAL LEAVE, SICK LEAVE)

a. Retirement

1. Recommendations:

The retirement deduction and service credit formula applicable to all other GovGuam employees will be applied to all teachers in the year round school regardless of the duty year assignment of the teacher.

2. Summary:

Service credit computation shall be in accordance with the formula outlined in Section 4208 of the Government Code of Guam which provides, in part, as follows:

> "Nine (9) months of service or more during any year shall constitute a year of service. Not more than one (1) month of service shall be creditable on account of service rendered during any month, and not more than one (1) year service shall be creditable on account of service rendered during any year."

From the above, all teachers who sign contracts to teach a minimum of 180 teaching days to the maximum of 240 teaching days during any twelve (12 months schedule will all receive one (1) year service credit. The only difference will be in the amount of retirement contribution -- those whose teaching schedules exceed 180 teaching days will receive more salary and will, therefore, contribute more to their retirement fund than those on the 45-15 or 180 teaching days.

3. Limitations:

Salaries for substitute work performed by the teacher during her vacation may or may not be subject to retirement deduction at the employees option.

b. Personal Leave

1. Recommendations:

Personal leave, if continued, shall also be made applicable to teachers in the year round school.

2. Summary:

There is no need for any adjustment on personal leave for teachers in the year round school as opposed to those in the traditional school year. All full-time teachers in the year round school shall receive the same number (3) of personal leave days regardless of the duty year assignment, except as noted above.

Adjustments on or elimination of personal leave having uniform application is subject to future Board-Union negotiations.

3. Limitations:

Substitute teachers and those employed on temporary appointments with hourly rate compensations shall not be eligible for personal leave.

c. Sick Leave

1. Recommendations:

Sick leave provisions contained in the Government Code of Guam and in the Board-Union Contract applicable to all teachers shall also be made applicable to teachers in the year round school.

2. Summary:

All teachers in the year round school who are employed on a full-time basis shall accrue four (4) hours of sick leave for each bi-weekly pay period in which they are in pay status for the entire ten (10) days. For purposes of sick leave, the fifteen days scheduled vacation shall be included in the computation, provided that such vacation is on paid status or would have been paid status had the salary been prorated over the teaching and vacation days, and pro-

vided that the teacher is on paid status or would have been on paid status for the entire ten (10) days in the bi-weekly pay period. This rule shall apply regardless of whether the period is composed exclusively of the teacher's vacation days or composed of duty and vacation days combined.

3. Limitations:

Substitute and temporary hourly rate teachers are excluded.

Subject: WILL A TEACHER BE PERMITTED TO TEACH ALL FOUR (4) GROUPS?

1. Recommendations:

Teachers in K-3 will remain with their classes for the entire twelve (12) months schedule. Teachers in grade 4-junior high, where possible, should be allowed to teach all four groups.

2. Summary:

Teachers in kindergarten and primary levels will be assigned on a regular 45-15 schedule and would normally stay with one particular group of students during a twelve (12) months school schedule. Teachers at this level may be permitted to exchange classes on a cooperative or team teaching arrangement. The intermediate and junior high teachers will be allowed, where possible, to teach in a schedule that extends beyond 180 days to a maximum 225 days and one (1) 15-day vacation within a twelve months period or up to 240 teaching days within a twelve (12) months schedule with 30 days of a 45-day schedule overlapping into the next twelve (12) months. The intermediate and junior high school teachers will teach all four (4) groups when assigned to teach 225 or 240 teaching days. Teachers in K-3, as well as any other teacher with vacation periods, within a twelve (12) months schedule can be utilized as substitute teachers on a voluntary basis.

3. Limitations:

Employment contractual provisions should be flexible so as to allow the school administration to determine teachers' schedules based on the needs of the school.

Subject: DETERMINE HOW ADMINISTRATORS SHALL BE COMPENSATED FOR ADDITIONAL RESPONSIBILITY.

1. Recommendations:

Administrators assigned to year-round schools shall be compensated on a percentage basis above the teachers pay schedule for year-round schools. This will be different from the other administrators' salaries in the traditional nine (9) months school.

2. Summary:

The recommended OPTION I in the teachers salary schedule for the year round school was used as the basis for developing the administrative salary schedule for the year round school. Thus, it is recommended that the following be used to pay administrators in year round school.

A. All assistant principal and vice-principal positions for elementary, junior high and senior high year-round schools be placed on the same salary schedule with a concurrent recommendation to change the duty year of the elementary assistant principal from school year to twelve months.

B. All assistant principal and vice principal positions in the year round schools be granted equally 15% salary differential for administrative responsibility above the year-round teachers salary schedule.

C. All principal positions in the elementary, junior high, and senior high year round schools be granted equally 25% salary differential for administrative responsibilities above the teachers schedule.

D. Salaries for administrators without a master's degree will be based on the Teacher V pay schedule; and salaries for administrators with masters or higher will be based on the Teacher VI salary scale.

(i) EXAMPLE: (Based on Teacher V Schedule)

S T E P S
Administrators Salaries

Teacher V R22	Step 1	Step 2	Step 3	Step 4	Step 5	Step 6	Step 7	Step 8	Step 9	Step 10
Daily Rate	46.80	48.53	50.26	52.00	54.16	56.33	58.50	60.66	63.55	66.44
AP (Elem.) VP/AP (Sec.)										
Daily Rate	53.82	55.81	57.80	59.80	62.28	64.78	67.28	69.76	73.08	76.41
Prin. (Elem.) (Jr.) & (Sr.)										
Daily Rate	58.50	60.70	62.83	65.00	67.70	70.42	73.13	75.83	79.44	83.05

(ii) EXAMPLE: (Based on Teacher VI Schedule)

Teacher VI R25										
Daily Rate	52.00	54.16	56.33	58.50	60.66	63.55	66.44	69.33	72.22	75.11
AP (Elem.) VP/AP (Sec.)										
Daily Rate	59.80	62.28	64.78	67.28	69.76	73.08	76.41	79.73	83.05	86.37
Prin. (Elem.) (Jr. & Sr.)										
Daily Rate	65.00	67.70	70.41	73.13	75.83	79.44	83.05	86.67	90.28	93.89

E. Salary allocation of administrators assigned to year round schools shall be on a step to step basis -- that each employee's pay step assignment be identical to the step held or he would have held in the teacher classification. The administrative salary allocation shall take into account salary increment due around the time of promotion or assignment to the year

round school administrative position.

F. Prevailing personnel policies applicable to twelve months employees shall apply to year-round school administrative staff.

3. Limitations:

Approval from the Governor and the Civil Service Commission will be required for the proposed differentiated administrative salaries and the step to step allocation. The daily rates at step 1 could and probably should be used to determine the appropriate pay range assignment within the existing government wide pay structure.

Subject: SPECIAL SERVICES STAFF

1. Recommendations:

Special services staff such as librarians, counselors, A. V. or media coordinators, and activities coordinators should be employed on a twelve (12) month basis with proper salary adjustments and proper payroll classifications.

2. Summary:

Special services personnel such as librarians, counselors, A. V. or media coordinator, and activities coordinators are needed on a year round basis and should be employed on a twelve (12) month contract. It will also be necessary to establish proper payroll classification titles and to adjust their salaries to compensate them for the additional work schedule.

3. Limitations:

Certain provisions in the Board-Union contract relative to the above special services staff which are in conflict with the above recommendation will need to be negotiated.

Subject: WILL ADMINISTRATORS AND TEACHERS HAVE THE OPPORTUNITY TO TRANSFER IN OR OUT OF PILOT SCHOOLS?

1. Recommendation:

Teachers and administrators should have an opportunity to transfer in or out of pilot schools.

2. Summary:

Board-Union agreement provisions relative to teacher transfer procedure need to be reviewed and re-negotiated, where necessary, in order for teachers to be able to transfer in or out of pilot schools in an orderly manner and without interruption to the instructional program. Sound transfer procedure for administrators will also need to be developed.

3. Limitations:

Teachers and administrators should not be transferred in or out of pilot schools unless policy concerning transfers are established.

Subject: DEVELOP HOW CHOICES WILL BE DECIDED AS TO GRADE LEVEL, SUBJECT, AND TERMS OF CONTRACT.

a. Grade/level assignments

1. Recommendations:

A. Priority will be given to those with full certification for the level requested.

B. Among those with full certification, preference will be given to those with the most training and experience in the level for which assignment is requested.

C. If all of the above are equal, preference will be given to those already in the system, with first priority to be given to those within the school over those applying

for transfer from other schools within the system.

2. Summary:

Board-Union agreement provisions relative to teacher transfer procedure need to be reviewed and re-negotiated, where necessary, in order for teachers to be able to transfer in or out of pilot schools in an orderly manner and without interruption to the instructional program. Sound transfer procedure for administrators will also need to be developed.

3. Limitations:

The above are subject to transfer procedure in the Board-Union contract which should be reopened for negotiation for those in the year round school.

b. Terms of Contract

1. Recommendations:

Terms of contract for employment in the 45-15 school year plan shall include the following:

A. Duty year options should probably be limited to the plans listed below.

Plan I: 180 days

This is the regular 45-15 schedule with each teacher staying within or "locked into" one particular group (A, B, C or D) during a twelve (12) months cycle.

Plan II: 180 days

This plan allows a teacher to teach four (4) 45 teaching schedules and take four (4) 15 day vacations, except that the teacher will teach two (2) schedules consecutively and take two (2) vacations consecutively in addition to two

(2) 45-15 schedule. Moreover, the teacher will be required to alternate between two groups (A and D, etc.) during a twelve (12) month cycle.

Plan III: 225 days

This plan will require teaching five (5) schedules and only one (1) vacation during a twelve (12) month cycle. The teacher will alternate among the four groups.

B. Desirable grade level assignment and teacher duty are as follows:

Kindergarten and Primary Levels: Plan I.

(Subject to mutual agreement among teachers concerned and the principal, and if it will also benefit the students, the teachers in a particular group (or track) may be permitted to exchange classes, perhaps, after two 45-15 schedules.

Intermediate Grades: Plan II, or Plan III, or a combination of both.

C. Teachers (except perhaps those in Plan III) may substitute during their vacation provided they follow procedure and policy established for such substitute work.

D. Payment Plans

(i) OPTION I. All annual salaries will be divided by the established number of instructional days in the traditional nine months school year to determine the daily salary rate. (Fractions of half of a cent or more will be carried, and fractions of less than half will be dropped.)

The daily rate will be used to compensate each teacher regardless of the work year elected by the teacher.

EXAMPLE: Teachers Daily and Annual Rate - Option I

TI R13	Step 1	Step 2	Step 3	Step 4	Step 5	Step 6	Step 7	Step 8	Step 9	Step 10
Daily	35.15	36.17	37.20	38.22	39.51	40.84	42.15	43.46	45.06	46.80
Annual	6328	6512	6696	6880	7116	7352	7588	7824	8112	8424
TII R15										
Daily	37.20	37.20	39.51	40.84	42.15	43.46	45.06	46.80	48.53	50.26
Annual	6696	6880	7116	735	7588	7824	8112	8424	8736	9048
TIII R17										
Daily	39.51	40.84	42.15	43.46	45.06	46.80	48.53	50.26	52.00	54.16
Annual	7116	7352	7588	7824	8112	8424	8736	9048	9360	9750
TIV R19										
Daily	42.15	43.46	45.06	46.80	48.53	50.26	52.00	54.16	56.33	58.50
Annual	7588	7824	8112	8424	8736	9048	9360	9750	10,140	10,530
TV R22										
Daily	46.80	48.53	50.26	52.00	54.16	56.33	58.50	60.66	63.55	66.44
Annual	8424	8736	9048	9360	9750	10,140	10,530	10,920	11,440	11,960
TVI R26										
Daily	52.00	54.16	56.33	58.50	60.66	63.55	66.44	69.33	72.22	75.11
Annual	9360	9750	10,140	10,530	10,920	11,440	11,960	12,480	13,000	13,520
School Health counselor I R17										
Daily	39.51	40.84	42.15	43.46	45.06	46.80	48.53	50.26	52.00	54.16
Annual	7116	7352	7588	7824	8112	8424	8736	9048	9360	9750
School Health Counselor II R19										
Daily	42.15	43.46	45.06	46.80	48.53	50.26	52.00	54.16	56.33	58.50
Annual	7588	7824	8112	8424	8736	9048	9360	9750	10,140	10,530
School Health Counselor III R21										
Daily	45.06	46.80	48.53	50.26	52.00	54.16	56.33	58.50	60.66	63.55
Annual	8112	8424	8736	9048	9360	9750	10,140	10,530	10,920	11,440

School Health
Counselor IV R23

	Step 1	Step 2	Step 3	Step 4	Step 5	Step 6	Step 7	Step 8	Step 9	Step 10
Daily	48.53	50.26	52.00	54.16	56.33	58.50	60.66	63.55	66.44	69.33
Annual	8736	9048	9360	9750	10,140	10,530	10,920	11,440	11,960	12,480

Figures above include additional 312 dollar raise effective July 1, 1973.

Compensation normally granted under the traditional plan for legal holidays, school holidays, and summer vacation have all been included in the daily salary rate.

(ii) OPTION II. Annual salaries for those teachers in the 180 instructional days will be divided by 240 days so that salaries are spread out over the teachers teaching days as well as vacation days. The daily rate will include legal holidays and school holidays normally granted under the traditional (present) pay procedure, but not the vacation pay.

EXAMPLE: Teachers Daily and Annual Rate - Option II

TI R13	Step 1	Step 2	Step 3	Step 4	Step 5	Step 6	Step 7	Step 8	Step 9	Step 10
Daily	26.38	27.13	27.90	28.67	29.65	30.63	31.62	32.60	33.80	35.10
Annual	6328	6512	6696	6880	7116	7352	7588	7824	8112	8424
TII R15										
Daily	27.90	28.67	29.65	30.63	31.62	32.60	33.80	35.10	36.40	37.70
Annual	6696	6880	7116	7352	7588	7824	8112	8424	8736	9048
TIII R17										
Daily	29.65	30.63	31.62	32.60	33.80	35.10	36.40	37.70	39.00	40.63
Annual	7116	7352	7588	7824	8112	8424	8736	9048	9360	9750
TIV R19										
Daily	31.62	32.60	33.80	35.10	36.40	37.70	39.00	40.63	42.25	43.79
Annual	7588	7824	8112	8424	8736	9048	9360	9750	10,140	10,530

TV R22	Step 1	Step 2	Step 3	Step 4	Step 5	Step 6	Step 7	Step 8	Step 9	Step 10
Daily	35.10	36.40	37.70	39.00	40.63	42.25	42.79	45.50	47.67	49.83
Annual	8424	8736	9048	9360	9750	10,140	10,530	10,920	11,440	11,960
TVI R25										
Daily	39.00	40.63	42.25	43.79	45.50	47.67	49.83	52.00	54.17	56.33
Annual	9360	9750	10,140	10,530	10,920	11,440	11,960	12,480	13,000	13,520
School Health Counselor I R17										
Daily	29.65	30.63	31.62	32.60	33.80	35.10	36.40	37.70	39.00	40.63
Annual	7116	7352	7588	7824	8112	8424	8736	9048	9360	9750
School Health Counselor II R19										
Daily	31.62	32.60	33.80	35.10	36.40	37.70	39.00	40.63	42.25	43.79
Annual	7588	7824	8112	8424	8736	9048	9360	9750	10,140	10,530
School Health Counselor III R21										
Daily	33.80	35.10	36.40	37.70	39.00	40.63	42.25	43.79	45.50	46.67
Annual	8112	8424	8736	9048	9360	9750	10,140	10,530	10,920	11,440
School Health Counselor IV R23										
Daily	36.40	37.70	39.00	40.63	42.25	43.79	45.50	47.67	49.83	52.00
Annual	8736	9048	9360	9750	10,140	10,530	10,920	11,440	11,960	12,480

Figures above include additional 312 dollar raise effective July 1, 1973.

2. Summary:

As in the previous case, Board-Union agreement provisions relative to teacher transfer procedure need to be reviewed and re-negotiated, where necessary, in order for teachers to be able to transfer in or out of pilot schools in an orderly manner and without interruption to the instructional program. Sound transfer procedure for administrators will also need to be developed. Also attendance of five (5) workshop days shall be required of all teachers when scheduled by the Board of Education. At the discretion of the Board of Education, workshops may be held on the teachers scheduled vacation, on school holidays, and on instructional days. When held on vacation and/or school holidays, such

workshop days shall be in addition to the teacher's assigned teaching days. When more than five (5) workshops are held in any twelve (12) month school schedule, attendance at workshops over the five (5) days shall be voluntary on the part of the teacher. Failure on the part of the teacher to attend five (5) scheduled workshops shall cause the teacher to forfeit the equivalent of one (1) day's salary for each of the five (5) workshops not attended.

3. Limitations:

The above are subject to transfer procedure in the Board-Union contract which should be reopened for negotiation for those in the year round school.

ADMINISTRATIVE DETAILS SUBCOMMITTEE

Mr. Bill Smith	Chairman Junior High Administrator
Mrs. Grace Machado	Elementary Administrator
Mrs. Anne Borja	Elementary Teacher
Mrs. Donita Hill	Junior High Teacher
Mr. Joe Paulino	Chief, Procurement and Supply
Dr. Max Forney	Representative from the University of Guam

ADMINISTRATIVE DETAILS

Subject: DEVELOP PROGRAM BUDGET PROCEDURES FOR ORDERING OF INSTRUCTIONAL EQUIPMENT, SUPPLIES AND MATERIALS TO ACCOMMODATE THE NEW TIME LIMITS AND DEMANDS

1. Recommendations:

   A. That schools receive a guaranteed budget.

   B. That off-island ordering must be continuous.

   C. That there must be improved delivery service from the Piti Warehouse.

   D. That standard items must be stocked at the warehouse for quick procurement.

   E. That a committee be established no later than September 10, 1973 to develop a program for budget procedures for the pilot schools.

2. Summary:

Because of the time limits, the committee felt it could not develop a comprehensive report for budget procedures.

3. Limitations:

   A. The present practice of limiting or "freezing" fourth quarter funds would prohibit the operation of year-round schools.

   B. Since the 45-15 plan is actually four different schools starting at different times with different teachers, supplies must be continuously be available. The present calendar for supply ordering would not meet this need.

Subject: IDENTIFY POSSIBLE ADDITIONAL ADMINISTRATIVE AND CLERICAL PERSONNEL NECESSARY

1. Recommendations:

A. That annual leave be planned one year in advance.

B. That a pool of clerks be maintained to fill in at the various schools for personnel on leave.

C. That the Department of Education employ roving, or traveling administrators to fill in for administrators on leave.

D. That additional personnel be employed at Central Office in the area of procurement and supply.

E. That a committee be established no later than September 10, 1973, to develop a program for obtaining additional personnel for the new program.

F. That all clerical personnel be given entrance tests relavent to job requirements.

G. That all clerical personnel have standard operating procedures and forms for all areas.

H. That pre-service and in-service training for clerks, custodians and administrators be on-going.

I. That all administrators, especially assistant principals, meet maximum requirements.

2. Summary:

Year round school would require the services of administrators, clerks and custodians on a continuous basis. There would be no slack period comparable to our present summer months when personnel can take leave without seriously affecting school operations. These people have up to thirty days earned annual leave. Provisions must be made for them to take this leave.

3. Limitations:

A. The present practices for granting leave would not be applicable to year round schools.

B. Additional personnel would be needed to allow for leave of employees.

Subject: DEVELOP ORGANIZATIONAL STRUCTURE FOR COORDINATING AND IMPLEMENTING THE NEW PROGRAM

1. Recommendations:

It is recommended that the following process objectives be implemented.

A. Board of Education approval of preliminary plans by July 15, 1973.

B. Parents, community leaders, the public and all concerned are to be notified of preliminary plans by July 30, 1973.

C. One teacher and one administrator from each pilot school must be sent to the mainland to observe year round schools no later than September 7, 1973.

D. A committee to develop a program for budget procedures is to be established no later than September 10, 1973. The report of this committee is to be submitted to the Coordinator of Year Round Schools no later than November 1, 1973.

E. A committee to develop a program for obtaining additional personnel is to be established no later than September 10, 1973. The report of this committee is to be submitted to the Coordinator of Year Round Schools no later than November 1, 1973.

F. Curriculum Committees are to be established in the pilot schools no later than September 7, 1973. The reports of these committees are to be submitted to the Coordinator of Year Round Schools no later than November 1, 1973.

G. Final plans for year round schools are to be completed by December 3, 1973.

H. A workshop for teachers and administrators of the pilot schools will be held during the month of December, 1973.

I. The parents and general public will be notified through all the news media of final plans by December 31, 1973.

J. Year round schools will be implemented in the pilot schools on June 24, 1974.

Subject: IDENTIFY WHAT COMPUTER SYSTEM WOULD BE BEST FOR GUAM.

1. Recommendations:

One of the following plans must be accepted for implementation of year round schools.

A. Purchase (Plan I)

1) 1131 4A CPU
2) 1132 002 Printer
3) 1442 006 Card Read Punch

	8K		16K
Purchase price	$ 46,638.80		$ 63,081.20
Down-payment 25%	11,659.70	50%	31,540.60
Amount financed	34,979.10		31,540.60
Time-plan @ 36 months	5,500.00		5,500.00
Contract time-balance	40,479.10		36,540.60
34 monthly payments (PACE)	1,190.00		1,090.00

B. Rental (Plan II)

	1 mo.	1 yr.	3 yr.
1130 system - 8K	$1,222.00	14,664.00	43,992.00
1130 system - 16K	1,592.00	19,104.00	57,312.00

C. Cost of Operation (1 year):

1. Equipment	
a) Rental - 0029 A22 Card Punch 1 yr. @ $80.08/mo.	$ 960.96
b) Maintenance - approx. $200/mo.	2,400.00
2. Supplies	
a) 1132 Printer paper 20 ctn. @ $20/ctn.	400.00
b) 5081 Cards - 20 bx. @ $2.50/bx.	50.00
c) Administrative supplies	100.00
3. Program - Rental	
a) Student scheduling	6,000.00
4. Personnel - Salaries	
a) Computer Center Manager 1 x $6.10/hr. x 2 hrs. x 180 days	2,196.00
b) Computer Operator 1 x $3.75/hr. x 6 hrs. x 180 days	4,050.00
c) Keypunch Operator 2 x $3.12/hr. x 6 hrs. x 180 days	6,739.20
	$22,896.16

Subject: IDENTIFY AND DEVELOP SUGGESTIONS FOR NEW AND CHANGED LAWS, REGULATIONS AND PRACTICES TO IMPLEMENT YEAR ROUND EDUCATION

1. Recommendations:

A. The present regulations and/or practices for budgeting and procurement of supplies would need to be revised.

B. Article V, B, 6b of the Board/Union Contract will be impossible to abide by with year-round schools.

3. Limitations:

The Board-Union contract provisions relating to daily preparation need to be re-negotiated.

FACILITIES SUBCOMMITTEE

Mr. Tom Beck	Chairman Public Works Representative
Mr. Clark Jewell	Associate Superintendent - Buildings and Grounds
Mr. Leonard Shaw	Pilot School Junior High Representative
Mr. Joaquin Palomo	Pilot School Elementary Administrator

FACILITIES

Subject: DEVELOP HOW CUSTODIAL SCHEDULES SHOULD BE REVISED

1. Recommendations:

   A. No additional custodial help would be required for the year round school.

   B. Centralization of custodial services should be undertaken.

2. Summary:

   A. No further additional custodial help would be required. However, it may be necessary to redesignate certain personnel to supervisory positions since some of the personnel will be used at all schools.

   B. A small token force would be selected from each school involved for the year-round program and will be centralized into a group to systematically schedule stripping, sealing and waxing classrooms, hallways, etc., in each school. This would be on a continuing basis and would be accomplished when school was not in session i.e., early morning, nights or Saturdays.

   C. Centralization would be more effective if one agency controlled the work effort since each school has a different physical plant, etc. Some schools have tiled hallways, and floors, which require stripping, waxing, buffing etc., regularly, while others are concrete and maintenance requirements are minimal. Currently, custodial staff requirements are based solely on enrollment. Centralization of work forces would more

effectively utilize custodians.

D. The above recommendations were arrived at on the basis of a concurrent study that is being made for the consolidation of the custodial effort throughout the entire elementary and secondary levels. The committee would like to point out here that future savings could be derived by re-designating custodial personnel working hours to non-school periods prior to or after regular classes.

3. Limitations:

A. There are no limitations as far as the committee is concerned, whether conventional or all year round school exists.

Subject: IDENTIFY WHAT ADDITIONAL STORAGE SPACE WILL BE NECESSARY SO THAT MATERIALS AND BOOKS BELONGING TO GROUPS NOT IN SESSION CAN BE ADEQUATELY STORED

1. Recommendations:

A. No additional storage space will be needed.

B. Roll away book carts (3'x3'x1 1/2') must be provided at the ratio of 1 1/3 units times the total number of classrooms to be utilized for each school.

C. Metal cabinets (3'x1 1/2'x7') with locks must be provided for each teacher to store instructional materials during vacation periods.

D. School clerks, school aides, teachers and students could be utilized to count books and to help move books as needed.

2. Summary:

A. Under the 45-15 school year plan, more students could use the available textbooks as compared to the traditional program. Effective administration would insure cost savings. Books would be in use 1/3 more time serving 1/3 more students.

B. The unoccupied classrooms in the year round program could be utilized for special projects or activities during the year until the growth factor required their usage.

C. On the 45/15 year-round schedule intermediate and junior high teachers would not necessarily be supervising or handling the same group of students during the year.

D. Teaching materials such as posters, charts, pictures, etc. would have to be removed from walls and stored in cabinets if the room were to be painted. Personal things also would have to be locked away if the teacher was on vacation.

3. Limitations:

The committee has determined that there are no limitations as far as storage space is concerned since storage space is now available at all existing school plants.

Subject: DETERMINE THE NEEDS AND COSTS FOR PREPARATION OF EXISTING PLANTS AND FACILITIES WITHIN THE PLANTS FOR YEAR ROUND EDUCATION

1. Recommendation:

A. Storage carts for the storage of books and periodicals and metal cabinets for teachers instructional material for each room during the 15-day vacation period must be provided. The estimated cost of $10,000 per school or $40,000

for the four pilot schools will be required as a first year cost only.

2. Summary:

The four pilot schools are currently operating under maximum capacity conditions, hence, any reduction in student load would be a reduction of plant utilization until additional enrollment dictates the need for usage. In the interim vacant room doors would be locked, lights turned off and custodial services reduced. There may be additional costs for electricity and water for full year operation but this has no effect on preparation of the existing plant and facilities. The subcommittee therefore concludes there is no immediate need for expenditures for preparation of the existing plants and contained facilities for year round school except for the outlay of $40,000 for purchase of book carts and teachers cabinets as indicated above.

3. Limitations:

There are no measurable limitations or major capital expenditures needed immediately.

Subject: DEVELOP PROCEDURES FOR MAINTENANCE AND OPERATION OF FACILITIES AND EQUIPMENT FOR YEAR ROUND CALENDARS

1. Recommendation:

A. Year round maintenance will be accomplished under the same procedures and management as currently established and in effect for the traditional school year.

2. Summary:

A. Procedures and management controls for this type of maintenance has been established and all work would be accomplished through the coordinated management of individual school administrators, Associate Superintendent, Buildings and Grounds and the Manager, Public Works Building Main-

tenance Division. Regular preventative maintenance would be scheduled throughout the entire school system for air conditioning and refrigeration, plumbing fixtures, electrical systems, visual and training aids, cafeteria equipment, interior and exterior painting, roof repairs and related minor maintenance repairs. Since these staffs, offices and shops operate on an annual basis, the subcommittee considers that no change in operational or maintenance procedures are anticipated or considered necessary for year round school.

B. The regular school year allows for a break of 10 to 11 weeks during the present summer vacation period at which time some non-recurring repairs, minor alteration, and refurbishing work have been accomplished by the principal's staff and the regular shop maintenance crews. This type of repair may result in some inconvenience to the instructional and school administrative staffs for the year round school, but by advance planning and scheduling, the subcommittee concludes this work could be accomplished concurrently with the teaching effort and with minimum disruption and loss of instructional time for the year round school. It is possible that most day to day and non-recurring maintenance work can be accomplished by a rearrangement of the maintenance personnel working hours to utilize non-school time prior to and after regular hours including Saturdays. It is the subcommittee's understanding that much of this type of maintenance work has already been programmed and accomplished under these conditions for regular school year operations.

3. Limitations:

The subcommittee perceives there will be no measurable limitations or conflicts with normal day to day operational maintenance for the year round school since current procedures are already

in effect for regular school year maintenance.

Subject: IDENTIFY CONSTRUCTION NEEDS AS DETERMINED BY POPULATION TRENDS FOR THE NEXT 5 YEARS WITH COST ESTIMATES

A. FOR YEAR ROUND SCHOOL
B. FOR REGULAR SCHOOL

1. Recommendations:

A. For year-round school, $1,333,480 will be required for capital expansion of elementary school facilities in the next 5 years.

B. For regular school year, $4,715,387 will be required for capital expansion of elementary school facilities and $1,467,923 will be required for junior high school facilities in the next 5 years.

2. Summary:

The attached classroom analysis which is self-explanatory, outlines the expected projection of enrollment, classroom facilities and cost estimates anticipated for each category of schooling.

3. Limitations:

The subcommittee concludes the limitation of classroom pupil size coupled with attendance growth dictates the requirements for additional classrooms and a complete new school if regular school programs in the Dededo-Harmon Loop area are continued. If, however, the year-round school program is adopted, the need for additional construction could be delayed for approximately 4 years and possibly longer if year-round schools are established in schools adjacent to the area selected for the pilot year-round school program.

FACILITY NEEDS, ELEMENTARY PILOT SCHOOLS AREA
Regular Session

	FY-74	FY-75	FY-76	FY-77	FY-78	FY-79	FY-80	FY-81
Enrollment		3,125	3,313	3,512	3,723	3,946	4,184	4,434
Classrooms Required		130	138	146	155	164	174	184
Permanent Classrooms Available		112	138	146	155	164	174	184
Classrooms Short		18	-0-	-0-	-0-	-0-	-0-	-0-
Classrooms Construction		26 (b)	8 (c)	9 (d)	9 (e)	10 (f)	10 (g)	-0-
Funding Required	$1,682,564 (h)	$448,000	$544,320	$587,865	698,384	$754,254		

(a) Average Ratio - 24-1 including academic and special areas.
(b) A new elementary school required at Liguan Terrace with central facilities.
(c) Addition to Liguan Terrace
(d) Addition to Wettengel
(e) Addition to Harmon Loop
(f) Addition to Y-Papapao
(g) Classrooms shown under construction must be funded the previous year and opened the following year.
(h) Total funds required for six funding years, $4,715,387.

PILOT ELEMENTARY
YEAR ROUND SESSION PROJECTION

	FY-75	FY-76	FY-77	FY-78	FY-79	FY-80	FY-81
Enrollment	3,125	3,313	3,512	3,723	3,946	4,183	4,434
Attendance At One Time	2,344	2,485	2,634	2,792	2,959	3,137	3,325
Classrooms Required	90	95	101	107	113	121	127
Classrooms Available	112	112	112	112	121	121	127
Classrooms Short	+22	+17	+11	+5	+8	-0-	-0-
Classrooms Construction	-0-	-0-	-0-	14 (a)	-0-	6 (b)	-0-
Funding Needs	-0-	-0-	$914,452	-0-	$419,028	-0-	-0-

(a) Addition to Harmon Loop Elementary School
(b) Addition to Wettengel Elementary School
(c) Total Funds required for six funding years $1,333,480

PILOT JR. HIGH REGULAR SESSION PROJECTION

	FY-75	FY-76	FY-77	FY-78	FY-79	FY-80	FY-81
Enrollment	(a) 1,257	1,332	1,412	1,497	1,587	1,682	1,782
Classrooms Required	(b) 44	51	54	56	61	64	68
Classrooms Available	45	45	54	56	61	64	68
Classrooms Short	(d) +1	-6	-0-	-0-	-0-	-0-	-0-
Classrooms Construction	-0-	9	2	5	3	4	-0-
Funding Needs	$504,000	$120,960	$326,590	$211,629	$304,744	-0-	-0-

(a) This projection takes into consideration, the transfer of 1,000 students to the new Yigo Jr. High which is projected to be opened in Sept. of FY-75.

(b) RATIO = 26-1 takes into consideration all special areas.

(c) The above projection is being developed utilizing the same attendance areas throughout as with the 1,257 enrollment.

(d) Classroom needs for the junior high are reflected within the DOE five year plan, combining the entire northern end. It would not be practical to add classrooms to either the pilot school or the new Yigo Jr. High. New Jr. High classrooms will have to become part of a total new junior high.

(e) Total funds required for five year funding plan $1,467,923.

PILOT JUNIOR HIGH
YEAR ROUND SESSION PROJECTION

	FY-75	FY-76	FY-77	FY-78	FY-79	FY-80	FY-81
Enrollment	3,125	3,313	3,512	3,723	3,946	4,183	4,434
Attendance at one time	2,344	2,485	2,634	2,792	2,959	3,137	3,325
Classrooms required	90	95	101	107	113	121	127
Classrooms available	112	112	112	112	121	121	127
Classrooms short	+22	+17	+11	+5	+8	-0-	-0-
Classrooms construction	-0-	-0-	-0-	14 (a)	-0-	6 (b)	-0-
Funding needs	-0-	-0-	$914,452	-0-	$419,028	-0-	-0-

(a) Addition to Harmon Loop Elementary School
(b) Addition to Wettengel Elementary School
(c) Total Funds required for six funding years $133,480.

BUS TRANSPORTATION SUBCOMMITTEE

Mr. Marion Wright	Chairman Pilot School Junior High Administrator
Mr. Ben Quitugua	Public Works and Transportation Division Representative
Mr. Delbert Hardy	Pilot School Junior High Teacher
Mr. Edward Cruz	Pilot School Elementary Administrator
Mr. Tony Unpingco	Department of Administration Representative
Mrs. Francis Russell	Pilot School Primary Teacher

BUS TRANSPORTATION

Subject: IDENTIFY THE NUMBER OF STUDENTS TRANSPORTED FROM EACH AREA

1. Recommendation:

   A. Pilot schools must be kept in one area.

2. Summary:

   A. Projected bus needs for the pilot project elementary schools (Ulloa, Harmon Loop and Wettengel) using the 45-15 plan

Groups	Harmon Loop bussed	Harmon Loop walking	Wettengel bussed	Wettengel walking	Ulloa bussed	Ulloa walking
A	190	40	165	0	190	50 *
B	248	0	160	0	185	45
C	245	0	75	80	225	25
D	249	0	50	100	197	40
Totals	932		445		797	

Dividing each by 65 on the assumption that 65 passenger busses are used we would need the following busses.

Groups	Harmon Loop	Wettengel	Ulloa	total busses
A	3	3	3	9 + 2
B	4	3	3	10 + 2
C	4	1 or 2	4	9 + 2
D	4	1	3	8 + 2

* Figures in this column are estimated

** We recommend keeping one bus in reserve for each five in active use

B. Projected bus needs for the Junior High School

Using the areas for enrollment in the four periods divided in the Harmon Loop and the Ulloa-Wettengel school projections, plus the Carlos Heights, Harmon Field and Harmon Village, now attending Barrigada Junior High; plus a projection of probable enrollment from the Horizon Hotel TLA quarters, and the 7th and 8th grade enrollment at Dededo Junior High and the current 6th grade enrollments at Harmon Loop and Wettengel, the following is the projection for enrollment in the four units and the probable busing needs for each time.

Group	Students	Area	Students bused		Buses needed	Enrollment
A	65	HL	65		1	
	200	W	100		2	265
B	97	HL	97		2	
	180	W	150		2	277
C	92	HL	92			
	10	HF	10		2	
	215	W	115		2	317
D	115	HL	115		2	
	70	W	30			
	85	Hor	85		2	
	23	CH & HV	23			293
				Totals	15 *	1142

* 12 buses with three standby buses

Subject: IDENTIFY THE GEOGRAPHIC BOUNDRIES FOR EACH PILOT SCHOOL

1. Recommendation:

The geographic boundries as outlined in the color coded map be closely followed. For an exact desciription of these boundries please contact the Coordinator of Year-Round Schools.

2. Summary:

A color coded map was prepared after an extensive survey. This survey identified the exact area each student came from.

3. Limitations:

Adjustments to the above map may need to be made periodically or after the actual implementation date. This must be done in order to equalize student enrollment in each of the groups.

Subject: DEVELOP AND GIVE COST OF TRANSPORTATION MODIFICATIONS FOR YEAR ROUND SCHOOL

1. Recommendation:

Transportation costs (maintenance, replacement, salaries, etc.) be closely monitored and studied during the pilot years.

2. Summary:

Bus transportation, according to Mr. Quitugua, costs $1.00 per pupil per day. This includes field trips and summer employment of drivers when students are not in school. Approximately six less buses could be used for the elementary runs than are presently being used. Dededo Junior High bus needs would be cut by nearly 50% without Yigo-Andersen areas.

3. Limitations:

A true comparison cannot be made at the present time. It would appear that a *15 to 20% savings would be possible with better utilization of equipment and manpower.*

Subject: IDENTIFY THE POSSIBLE EFFECT ON PUBLIC WORKS OPERATIONS

1. Recommendations:

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* This figure is based on the theoretical number of buses not needed.

A. Public works operations would need to be adjusted in repair scheduling and reassignment of excess personnel.

B. For every five buses in service one must be held in reserve.

2. Summary:

By reserving one bus in five, continuous preventive maintenance and "break-down" security will be maintained. A comprehensive maintenance schedule for buses on a rotating basis will make it necessary to correlate the repair scheduling and reassignment of excess personnel to the year-round school.

3. Limitations:

The authors perceive no limitations to these places as long as schedules are worked out well in advance.

Subject: IDENTIFY THE EFFECT UPON FIELD TRIPS

1. Recommendation:

All field trips must be scheduled to return to their respective schools by 1:30 p.m.

2. Summary:

Field trips could be more readily scheduled and accomodated. Present field trip policies would remain unchanged.

3. Limitation:

Buses must be back to respective schools by 1:30 p.m.

JUNIOR HIGH CURRICULUM SUBCOMMITTEE

Mr. Walter Aeckerle	Chairman Pilot School Junior High Administrator
Mr. Bill Smith	Junior High Administrator
Mrs. Nancy Harris	Pilot School Junior High Teacher
Mr. Bob Hill	Junior High Teacher
Miss Pat Fairbrother	Pilot School Student
Mrs. Atkins	P. T. A. Representative
Mrs. Ginger Porter	Special Education Representative

JUNIOR HIGH CURRICULUM

Subject: DEVELOP CURRICULUM GUIDELINES SUITABLE FOR YEAR ROUND SCHOOL

1. Recommendations:

A. That the pilot junior high school involve students and teachers in developing curriculum to insure a relevant curriculum with smooth implementation.

B. That selected personnel in area requirements be released part-time to work on curriculum development.

C. That curriculum development begin the first week of September 1973.

D. That the following format be used for course description. (See next page)

E. That the following format be used for development of syllabuses:

Title
Prerequisites (where applicable)
Sequence (where applicable)
Performance objectives
Course description
Learning activities
Available resources
Methods of evaluation

2. Summary:

Departmental meetings should be convened at least once every three weeks to discuss progress and to gain teacher and student input for course development. These meetings must take place during the year prior to implementation. Any teacher or student desiring to

present ideas concerning courses should be encouraged to do so.

3. Limitations:

Pilot schools may not need to completely restructure their offerings. They may be able to adapt the present curriculum to 45-day learning packages complete with performance objectives, descriptions, student characteristics, etc.

Subject: HOW WILL STUDENT SCHEDULES BE AFFECTED?

1. Recommendations:

A. Once students are scheduled for a 45-day period there will be no schedule changes unless approved by the principal. (See attached plan)

B. A six period day for students.

C. A college type registration be developed by the pilot school.

D. Report cards with grades will be issued at the end of each 45-day period.

E. Grouping in language arts must be discontinued.

F. That an extensive student orientation to the new registration procedures and 45-15 plan be undertaken.

2. Summary:

Students will still be able to fulfill graduation requirements by taking courses in the following areas:

Social Studies	8 quarter credits
Math	" " "
Language Arts	" " "
Physical Education - Health	" " "
Electives	12 quarter credits

Name of Course And Description	Student Characteristics	Behavioral Objectives	Administrative Requirements
Intermediate Algebra (Course B) This course is primarily concerned with the laws of exponents, irrational numbers, and quadratic equations whose roots are irrational numbers	Any student who has satisfactorily completed Intermediate Algebra (Course A) and whose course selection is approved by his teachers of Intermediate Algebra (Course A)	(1) To apply the laws of exponents (2) To simplify complicated rational expressions (3) To perform the four basic operations on complicated fractions (4) To solve complicated fractional equations (5) To express numbers in scientific notation (6) To describe the characteristics of the equation whose graph is a parabola (7) To sketch the graph of a parabola from its equation	One period per day, five days per week or the equivalent of five hours per week

Course units may not need to be taken in sequential order, nor may all offerings need to be covered as long as area requirements and credits are fulfilled.

A "college type" registration will be held for each student at the beginning of his/her initial 45-day period. At this time a thorough orientation will be conducted. A student will register at this time for all four 45-day periods. Once these students are registered there will be no changes. Individual cases may merit attention for such extenuating circumstances as failure, illness or other periods of extensive excused absences. In these cases the final decision shall be made by the principal.

Graduation requirements will remain the same as they are now according to the junior high philosophy.

At the conclusion of each 45-day instructional period students will receive grades and have a 15-day vacation. A staffing pattern will need to be established so that when students return from vacation, a new teacher can pick up where they left off. A detailed course scope and sequence must be written for each 45-day course as well as a student handbook

3. Limitations:

Student registration, teacher scheduling, and report cards may require computer services.

Subject: DEVELOP PROGRAMS FOR STUDENTS TO PARTICIPATE IN SCHOOL SPORTS

1. Recommendations:

A. A student will be able to participate in any report whether or not he/she is in school.

B. Academic eligibility of the student will be determined at the end of each 45-day period.

C. Increased emphasis should be placed on sports usually associated with June, July and August.

(Swimming, golf, tennis, etc.)

2. Summary:

No student should lose the opportunity to participate in sports because of the 45-15 plan. The fact he/she is on vacation for fifteen days should not affect eligibility.

3. Limitations:

Students out of school for 15 days may find it difficult to attend practices and games. However, with appropriate considerations from coaches this could be eliminated.

Subject: HOW FREQUENTLY WILL ELECTIVES BE OFFERED?

1. Recommendations:

That small student interest elective courses be offered every other 45-day period if the student enrollment is over fifteen.

2. Summary:

One solution for scheduling elective courses would be to offer each of them during every quarter. However, if all these elective subjects were scheduled each quarter some of the smaller classes would be even smaller. An alternative plan to avoid smaller classes could be used. The number of combination classes could be increased or smaller student interest electives could be offered every other quarter.

3. Limitations:

Students not properly planning their schedule with their parents and counselors could miss a class they wanted to take.

Subject: IDENTIFY POSSIBLE EFFECT THE 45-15 PLAN WILL HAVE ON TEAM TEACHING

1. Recommendations:

   A. For the first year team members should stay in the lockstep 45-15 schedule with group of students.

   B. An agreement between/among team members to maintain the same team members for the entire 180 day school year.

2. Summary:

Team members will be assigned on a regular 45-15 schedule and should remain with the same group of students for the entire 180 school days. An agreement should be made at each school level for team members to remain with the same team throughout the entire school year.

3. Limitation:

Under any team teaching situation the team must be compatible, have proper in-service training, and be able to switch out of team teaching for any unseen reasons.

Subject: RECOMMEND APPROPRIATE METHODS FOR CURRICULUM AND INSTRUCTION MODIFICATIONS.

1. Recommendations:

   A. Identify classes that could be adapted with little or no revision and provide for the improvement of these classes.

   B. Continue to identify teaching styles that complement the different learning styles of the students.

   C. Use existing curriculum catalogs and scopes and sequences from other schools currently on a year round operation to aid in curriculum modification.

   D. Base courses on 45-day instructional periods.

E. Do not limit curriculum to courses taught on campus.

F. Define sequence and note that courses requiring the greatest sequence would create most scheduling problems.

G. Identify Courses

-needing dependent sequence
-not needing dependent sequence
-requiring prerequisites
-having close relationships

H. Develop instructional objectives, skills and concepts.

I. Develop a flow chart within a subject area from which students may choose their own direction.

J. Identify courses with development skills and determine degree of mastery needed for course completion and progression to next course.

K. Give students choices among required courses when possible (e.g. choice of 2 out of 4)

L. Provide for independent study activities.

M. Consider courses of less instructional length than 45 days.

N. Include aspects of environmental education for all appropriate parts of the curriculum.

O. Involve students and teachers in curriculum development and planning.

P. Provide opportunities for work-study programs in ninth grade.

Q. Provide for remedial and enrichment courses in all areas.

2. Summary:

Curriculum development, adaptation and revision are essential since instructional periods are based on 45-day quarters. The needs and interests of the students must be provided for. The authors are cognizant of the work the Planning and Evaluation Unit has done in this area and see this as an excellent beginning for overall curriculum and instruction modification. The above recommendations are not meant in any way to impinge upon the Unit's area of responsibility and would only develop those items not so duplicated.

3. Limitations:

Successful curriculum development, revision and adaptation depends on the release of selected personnel whose sole responsibility during this time will be the development, revision, and adaption of the curriculum to year-round schools.

ELEMENTARY CURRICULUM SUBCOMMITTEE

Mrs. Maria Knight	Chairperson Pilot School Elementary Administrator
Mr. William Bradford	Pilot School Elementary Teacher
Mrs. Pat Cruz	Pilot School Primary Teacher
Mrs. Ana San Nicolas	Pilot School Elementary Administrator SPC Language Arts
Mrs. Clotilde Gould	
Mrs. Rosanne Ada	Special Education Representative
Mr. Frank Acfalle	Elementary Principals Representative

ELEMENTARY CURRICULUM

Subject: DEVELOP GUIDELINES FOR REDESIGNING A CURRICULUM SUITABLE FOR THE YEAR ROUND CALENDAR

1. Recommendations:

   A. The pilot schools must involve administrators and teachers in developing their curriculum to insure a relevant curriculum with smooth implementation.

   B. Selected personnel be released part-time from their responsibility to work on curriculum development.

   C. Curriculum development should begin the first week of September 1973.

2. Summary:

Guam's pilot schools will have to develop a pattern for organizational structure that could carry a flexible curriculum. It should allow for individual goals of students. This would make it possible to develop a unique program, reflecting each particular student's individual attitudes and aptitudes.

3. Limitations:

Satisfactory curriculum cannot be developed without release time for personnel. For a breakdown of personnel needed for curriculum development see Appendix.

Subject: IDENTIFY WHAT EFFECTS THE 45-15 PLAN WILL HAVE ON PLANS FOR TEAM TEACHING

1. Recommendations:

A. Team members in K-3 should stay in the lockstep 45-15 schedule with the same group of students.

B. An agreement between/among team members at the school level in the K-3 to maintain the same team members for the entire 180 day school year.

C. Intermediate team members should also maintain the same agreement as recommended for K-3 with an option of mobility from group to group or from grade to grade.

D. Team teaching should be flexible at the intermediate level.

2. Summary:

Team members in the kindergarten and primary levels will be assigned on a regular 45-15 schedule and should remain with the same group of students for the entire 180 school days. An agreement should be made at each school level for team members in kindergarten, primary and intermediate levels to remain with the same team members throughout the entire school year. Intermediate team members have the option of remaining with the group for the entire twelve (12) month schedule or they can move from one group to another group as stipulated by the year-round calendar.

3. Limitations:

K-3 team members do not have the option of flexibility according to the recommendation stipulated for team members in the intermediate level.

Subject: HOW MUCH TIME AT THE BEGINNING OF EACH 45-DAY TEACHING PERIOD WOULD HAVE TO BE SPENT IN REVIEW?

1. Recommendations:

One week review during the initial 45 days self-contained unit.

2. Summary:

Same as above

3. Limitations:

There should be an extended review period, if necessary, for those students who have not acquired the basic skills in some of the subject areas.

Subject: RECOMMEND APPROPRIATE METHODS FOR CURRICULUM AND INSTRUCTION MODIFICATION

1. Recommendations:

A. Establish "written" curriculum for subject area specification in elementary and special education.

1. This committee is recommending a committee to develop a time sequence for subject matter presentation.

B. Adapt this curriculum within the framework of a year-round calendar.

C. Coordinate pending D. O. E. accountability plans with the above item no. 2.

D. Involve teachers in curriculum development to insure relevant goals and implementation.

E. Establish a standing committee for modification of curriculum.

F. Form Human Relations Counsel as advisors to serve as liason between the community and the curriculum modification committee.

G. Develop instructional objectives, skills and concepts as a part of curriculum modification.

H. Identify subject areas with developmental skills and determine degree of mastery needed for subject completion and for progression to the next grade level.

I. Continue to identify teaching styles that complement the different learning abilities of the students.

J. Base subject areas on 45-day (9-weeks) instruction periods.

K. Each group of students should remain together throughout the grade level.

L. Provide for independent study activities especially for intermediate level.

M. Consider improving Art, Music, P.E. by bringing back specialists in these subject areas.

N. Include various aspects of outdoor education for all appropriate parts of the curriculum, K-6 and special education.

O. Increase emphasis on fine arts and physical education in K-6.

P. Provide a uniform classroom schedule for new and/or inexperienced teachers. This schedule should list subject areas and/or activities for each block of time.

2. Summary:

In reference to recommendations stipulated in items 1-17, the philosophy and goals of our educational system will meet the necessary skills to develop sound educational objectives which will complement the different learning abilities of students.

3. Limitations:

A. All subjects may not be completed within the 45-day self-contained unit.

B. Instructional objectives may not complement the various abilities of students.

C. Flexibility of subject matter.

D. Rigidity of subjects do not provide individual attention.

COMMUNITY PROGRAMS

Subject: HOW CAN FACILITIES BE BETTER USED BY THE GENERAL COMMUNITY?

1. Recommendations:

   A. An extensive public information campaign must be initiated to inform the community of existing and planned facilities and programs.

   B. Facilities must be operated on a 12-month basis.

   C. Coordination between existing programs must be at a maximum to avoid duplication.

2. Summary:

The adaptation of a year round school calendar will, at any given time, release 25% of the school age population. Coordinated recreation, information and community programs will be necessary. It will necessitate operation of facilities in the pilot attendance area on a twelve month basis. Programs and facilities maintained during the summer months will have to gear-up for year-round operation.

3. Limitations:

The only limitation would stem from the inability to coordinate and communicate between existing and planned facilities.

Subject: DEVELOP SYSTEMS FOR EXCHANGE OF INFORMATION WITH THE COMMUNITY

1. Recommendations:

   A. The community must be informed regularly, through the use of television, radio, newspapers,

posters, P. T. O., brochures, and student governments of the various community programs and facilities available.

B. Community and youth representatives must meet regularly with student government representatives for needs assessments and dissemination of information on community programs and facilities.

2. Summary:

The backbone of any community service or recreation program lies in the ability of that program to inform the public of what is available and when. Maximum articulation between the schools and the various agencies, between schools and parents and between parents and government agencies must be provided for.

3. Limitations:

There are no limitations. Every available means must be used to inform the public of available facilities and programs, and every attempt must be made to make these programs fit the needs of the communities served.

Subject: IDENTIFY POSSIBLE EFFECTS OF YEAR-ROUND EDUCATION ON GROUPS REPRESENTED AND ON LIFE STYLE OF THE COMMUNITY

1. Recommendations:

A. During the pilot years of operation extensive research must be designed and conducted to assess the effect of year round education on the following:

(1) the quality of education-comparison study
(2) the health of the students and health care of the family unit
(3) family life style

(4) family economics
(5) religious activities of the family

B. An independent researcher be contracted to perform this study.

C. Affects on community programs be determined.

2. Summary:

Since it is not possible at this time to predict, with any accuracy, the effects year-round education will have on the five areas of concern outlined above (1-5), the following is presented as an overview of what has happened in other communities adopting the 45-15 plan of continuous schooling.

In a report to the 5th Annual Convention on Year-Round Schools held in Virginia Beach, Virginia, May 10, 1973, Jean Probinsky and Linda Leffel conclude the following in regards to the socio-economic impact of year-round schools: (11)

Education

"The parents in this study did not perceive the 45-15 plan as affecting the overall educational program of their children... It is interesting to note then, that the overwhelming majority of the parents like the 45-15 calender plan...parents like it for the majority of reasons other than its educational value to them and their children.

"The main reason the 45-15 calendar was disliked was mentioned by families who had children in both the high school (traditional 9-3 plan) and elementary schools. The two calendars caused scheduling conflicts and disrupted the family.

"Under the optional quinmester-45 plan and the optional 4-quarter plan for high schools conflict is not anticipated since families have an option of when to send their high school aged children to school so as not to conflict with each other. Also, elementary aged children have a vacation every 45 days so that with a

minimum of planning students could be off together no matter what quarter or quin was selected for vacation."

Health

"The health of the children and the health care of the family was not perceived as being affected. In response to questions on opportunities to make trips to the dentist or doctor, attendance at school, getting along with teachers and peers and general adjustment to the 45-15 schedule, there was no difficulty perceived by the parents polled.

"An overwhelming majority of parents perceived their children to be eager to return to school at the end of their 15 day period off."

Family Life Style

"Compared to the traditional school year calendar, the parents in this study did not perceive the 45-15 plan as significantly affecting the life style of their families. The majority of the families spent the same amount of time together, did not have friendships affected and used community facilities and parks about the same. The overwhelming majority of parents indicated they had not had to readjust their living pattern; the 45-15 calendar did not disrupt summer plans of the children, nor were the fifteen day breaks disruptive... shorter and more frequent vacations were taken after the 45-15 plan went into effect."

Family Economics

"Compared to the traditional 9-3 calendar plan the majority of parents perceived costs for baby sitting, transportation, food costs for household, recreational activities, school clothes, vacations and allowances for children to be about the same.

> In some instances costs went down. Those noted were for cheaper seasonal vacations and baby-sitting costs which were absorbed by relatives and friends. There was no significant change indicated in either the mother's or father's work schedule."

Religion

> "...the majority of parents indicated that their children attended religious and recreational facilities at the church about the same as before the 45-15 plan was adopted...it was indicated that churches at this point have not rescheduled (their) programs to conform to the year-round school schedule."

3. Limitations:

This study is an example of research conducted during a pilot year and is information only partially applicable to Guam. The authors believe there is enough evidence presented in this report concerning the socio-economic aspects of year-round education to conclude similar outcomes would occur on Guam with adoption of the 45-15 plan.

The authors recognize it is impossible to predict with any accuracy the total socio-economic impact of the 45-15 plan or any other plan. It is recognized, also, that year round schools will have some impact. How much or whether or not this impact is of a positive, neutral or negative nature is not possible to say at this time.

FEDERAL PROGRAMS SUBCOMMITTEE

Mr. Leroy Hirst	ESEA III Coordinator, Federal Programs
Mr. Lorenzo Cerezo	SPC Statistical Services
Mrs. Eleanor Smith	SPC School Lunch Program

FEDERAL PROGRAMS

Subject: IDENTIFY HOW YEAR-ROUND SCHOOL WILL AFFECT FEDERAL GRANTS AND SUBSIDIES

1. Recommendations:

A. Pilot school administrators with Title I funds must coordinate their programs, students and teachers with the Project Director.

B. The school lunch program coordinator must start making arrangements for funding during the summer months.

2. Summary:

Considering only the year-round pilot schools, using JFK, Dededo Junior High, Wettengel, Harmon Loop and Ulloa, there would be no effect on Title III since no projects are in these schools. However, Title I project schools do include Harmon Loop and Ulloa. Therefore, the factors listed below must be considered.

A. Most projects have staff development and/or inservice components. This would require that teachers and aides selected for the project remain in the project classrooms. Also several projects have inservice training during the summer sessions at the University of Guam. This would require that these project teachers and their classes have the summer vacation.

B. All federal programs require extensive evaluation. This involves collection of baseline data, pre- and post-testing and various other statistical data on both experimental and control groups to determine the effect of the intervention variables. This would require that the class composition of the two groups remain

basically the same throughout the evaluation process.

C. Funding: A number of project teachers are 100% federally funded. This also requires that these teachers remain with the project classes.

The school lunch program subsidies would not be affected by year-round school. All federal subsidies for the school lunch program are on a yearly basis.

ALTERNATIVES FOR SECONDARY SCHEDULING

The alternatives available to our elementary and secondary school populations are not the same. Psychology, growth and development, and just plain common sense tell us that primary and intermediate children cannot be provided for by the same means that we use in providing for our high school children. For that reason it is suggested that the consideration of alternative means of restructuring secondary schools be considered separate from that of restructuring elementary schools.

It is recommended the Board keep in mind that the implementation of the alternatives requires varying amounts of lead time.

When the primary objective of restructuring the school year is to provide educational flexibility, the program will provide additional curricular offerings for those students who need and choose such flexibility. Such a program with this educational flexibility cannot purport to be a dollar-saving program. If money-saving programs are not carefully monitored, there can be an adverse effect upon the ongoing educational program. When the primary objective is to save money, a different program will result.

PLAN #1

MANDATORY ROTATING FOUR-QUARTER

Under a rotating four-quarter arrangement, the school year will be divided into four equal quarters of approximately 12 weeks each. Four student groups are used; three student groups attend school while one student group is on vacation. Thus, each student spends the same amount of time attending school (180 student attendance days) but the school will operate throughout the entire year. Figure I illustrates the structure of the rotating four-quarter plan.

Mandatory Rotating Four-Quarter Plan

Student Groups	Attendance Quarters			
	Aug. 29-Nov. 22 Fall (32)*	Nov. 26-Mar. 3 Winter (37)	Mar. 5 - May 27 Spring (30)	June 2-Aug. 25 Summer (29)
A	School	School	School	Vacation
B	School	School	Vacation	School
C	School	Vacation	School	School
D	Vacation	School	School	School

* Number of vacation days, including holidays, Christmas, Easter, weekends, etc.

Students could be assigned to attend school during specified quarters in several ways. The two most used techniques are: 1) That students enter school in the quarter in which their birthdates fall. For example, if the fall quarter runs from September through November, all students born in those months enter school in September and continue to attend classes through the spring session, and vacation in the summer, throughout their years in school. 2) The second method is by dividing the school district into four geographical areas. All students within three geographical areas will be attending school while the fourth geographical area will be on vacation.

Advantages

1. The school plant and other equipment are not idle for one-fourth of the year.

2. Fewer school buildings are required, thus effecting economies in school construction, and insurance premiums.

3. Theoretically, the same school plant, staffed by the same number of personnel, provides for the education of 25% more pupils.

4. It eliminates the need for double sessions in overcrowded school systems.

5. Fewer books, less equipment, and the like are needed at any one time.

6. The student's work is evaluated more often.

7. A student who has failed may repeat only the quarter failed rather than the entire semester or year.

8. The student who has been absent for an extended time may re-enroll in the quarter or quarters missed, instead of making up the entire semester or year.

9. Teacher status raised. Teachers receive more pay if they work all four quarters, and need not seek summer employment outside the school system.

10. Fewer teachers are required, thus relieving pressure of the teacher shortage.

11. More students may be able to find vacation employment because only one-fourth as many youths are seeking jobs at any one time.

12. More students may be able to participate in extra-curricular activities.

Disadvantages

1. Many studies have shown that the cost of operating a rotating four-quarter school is greater than the cost of constructing and operating a traditional nine or ten-month school.

2. Maintenance of the school plant without disturbing school sessions is difficult because schools are constantly in session. Major cleaning and repair of buildings may have to be done at night, or on week-ends, thus requiring overtime pay and adding to costs.

3. Maintenance costs necessarily increase because the plant is in steady use.

4. Accelerated replacement of textbooks and other instructional materials would offset any savings resulting from a decrease in the number in use at any one time.

5. The burden on administration and supervision is greatly increased; additional staff may be needed to handle quarterly enrollments, scheduling, graduation ceremonies and the like. Extended vacations for such key staff as principals might be difficult to arrange.

6. A minimum school enrollment must be maintained so that each class has a teacher and so that class sizes may be fairly uniform. This is difficult, and combination classes and fluctuating class sizes may result.

7. Because the density of pupils from any given area is reduced, the per-pupil transportation costs increase. (The countering argument is that all children from one neighborhood may be assigned to one schedule.)

8. Teacher's mental and physical health may not withstand the pressure of year-round employment.

9. Many parents dislike the thought of children taking vacation during unconventional seasons of the year. Family vacations may be disrupted.

10. Truancy and delinquency might increase since one-fourth of pupils on vacation might tend to influence those in school to skip classes. Also, teachers would not be available to conduct the equivalent of extended summer sessions for pupils on vacation.

11. Community agencies which "gear up" for summer programs and services would have to maintain their programs year-round, thus adding to their costs.

Most communities which have operated under the rotating four-quarter plan or have studied its feasibility have concluded that its disadvantages outweigh its advantages. Other systems, like Guam, are looking at modifications of the plan which are more similar to a traditional nine-month school year, divided into three quarters, plus a voluntary summer fourth quarter; or a school year divided into four quarters, plus a voluntary summer fifth quarter.

PLAN #2

OPTIONAL FOUR-QUARTER PLAN

The Optional Plan would divide the school year into four quarters, approximately 12 weeks each. During the first term, all students would attend the first three sessions with an option on the fourth session. Students may elect to attend the fourth quarter for acceleration or take remedial work. The fourth quarter session carries with it the option of choosing which quarters the student would like to attend for the following year. If the student wishes, he may elect to speed up his studies by attending the next complete term.

Requirements for graduation are based on quarter-hours rather than Carnegie units - fifteen quarter hours equal one Carnegie unit.

Quarter courses are designed to "stand on their own" as much as possible to avoid the rigid sequence synonymous with the semester system. The quarter courses are explicitly described in registration catalogues. These descriptions include behavioral objectives as well as what is expected of the student as far as term papers, homework and text assignments. Students need not remain more than one quarter in a non-required course for which they have no interest or ability. Generally speaking, this would be true of any type of year-round quarter concept and applies to the rotating four-quarter plan.

Advantages

1. Attendance in the fourth quarter is optional.

2. The plan offers increased educational opportunities without requiring major changes in curriculum and school organization.

3. There will be a vast improvement of curriculum if proper educational commitments are made.

4. It provides flexibility for teachers and students to work and study year-round.

5. It provides possible solutions to the drop-out problem through implementation of more relevant curriculum.

6. It utilizes the time, talent, facilities more efficiently.

Disadvantages

1. Little space and few dollars will be released unless steps are taken to equalize enrollments in all quarters.

2. It requires lead time of two years if desired educational benefits are to be realized.

PLAN #3

OPTIONAL QUINMESTER 45 PLAN

With a quinmester program a school year would be divided into five nine-week sessions with forty-five school days each session. A student may choose to attend any four of the five quins for a normal three-year program, or can accelerate his high school graduation by attending all five quinmesters for a total of 225 instructional days. This, in effect, gives the student an opportunity to go to school during the summer months and take his vacation during the other months when more jobs are available.

The Quinmester Extended School Year design was developed around a calendar that divides the school year into five 45-day or 9-week sessions. Pupils in schools operating with the Quinmester organization must attend four (4) quinmesters in the five (5) quinmester school year. The student has the option of attending all five (5) quinmesters and accelerating his graduation from high school or electing a vacation quinmester other than the traditional summer vacation period. Each fifth quinmester attended by the pupil could possibly accelerate his graduation from high school forty-five days although the fifth quinmester may be used by pupils for enrichment and remedial experiences and not result in an accelerated graduation. Students are advised to make careful and thoughtful choices because no changes will be made in course work after their selections and programs have been determined.

This extended school year organization does not radically affect the present operational calendar of the Guam Public Schools, and provides the community with the option of an extended school year program while maintaining the present calendar structure for those people in the community who prefer the traditional 180 day school year. The Quinmester Program is designed to be different than the present summer programming in that the summer quinmester is expected to be an extension of the four other terms of the school year and is not considered to be primarily a vehicle for remediation or enrichment. Although these types of programs could be made available in quinmester schools, the Quinmester Extended School Year Plan makes available regular programming throughout the calendar year with the exception of a two to three week summer vacation period. The above average student could

accelerate under this plan while other pupils could more easily repeat grades failed. (Gifted and motivated pupils could complete 6 years of secondary schooling in five years by attending four summer quinmesters between grades seven and eleven, while less gifted pupils who did fail grades could get their secondary school education in the present normal six year period.) The voluntary features of this plan permits those who wish to attend a full year to do so and those who strongly object to being in school for an elongated period to attend only the regular 180 day school program.

Advantages

1. More subject variety.
2. Lower operating cost - plant utilization all year round. (More students can go to a particular school.)
3. Possible employment of more teachers during summer.
4. Students do not fail a course a year at a time.
5. Teaching does not get as tedious - more variety of courses.
6. Students and teachers with personality conflicts separate after 9 weeks.
7. Courses more interesting and therefore more educationally stimulating.
8. Teacher and students can take vacations during the school year - good winter employment for students seeking jobs.
9. Meet more people and teachers.
10. Chance to graduate early.
11. More vocational courses.
12. More honor courses.

13. More courses for the lower students.

14. Less overcrowding of classrooms.

15. Students take active participation in the decision of courses.

16. The opportunity to experiment with different types of courses.

Disadvantages

1. Speed of course too fast - teachers have a tendency to rush.

2. Not enough planning and evaluation time between quins.

3. Lack of information to the parents and taxpayers on the educational systems and where the tax dollar is going.

4. Greater cost for extra materials.

5. Lack of students participating in the summer quinmester.

6. Illness causing absences put pressure on students.

7. No time for college or non-college counseling - almost non-existent.

8. Present scheduling method wastes too much time.

9. Greatly increased secretarial work (4-5 times as much).

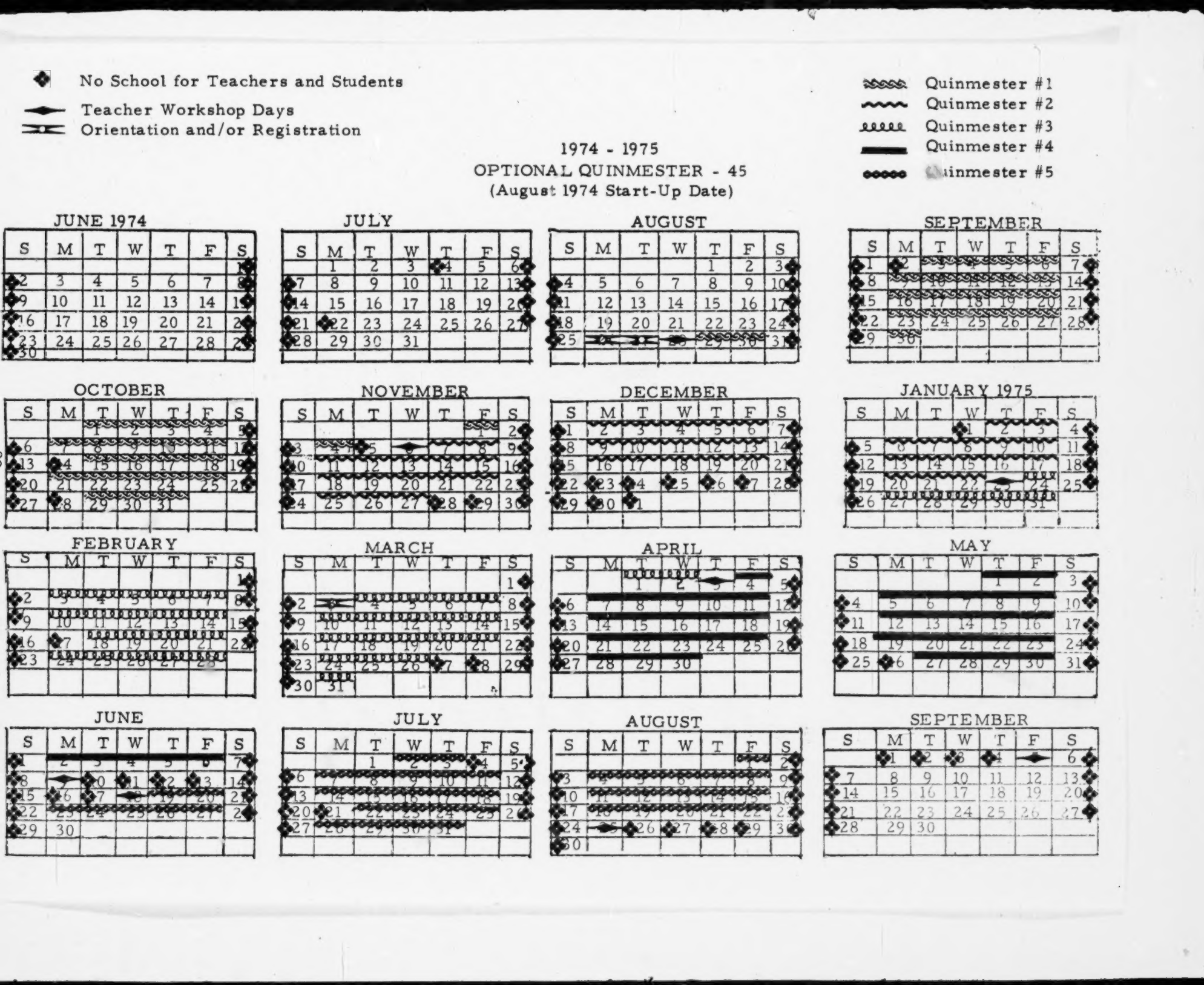
10. Loss of time at beginning of each quin due to schedule changes.

11. More course selections needed.

12. Should be able to choose teachers.

13. Greater clerical burden for teachers.

14. Teachers have too many different classes to prepare for.


No School for Teachers and Students
Teacher Workshop Days
Orientation and/or Registration
Quinmester #1
Quinmester #2
Quinmester #3
Quinmester #4
Quinmester #5
1974 - 1975
OPTIONAL QUINMESTER - 45
(August 1974 Start-Up Date)
JUNE 1974
JULY
AUGUST
SEPTEMBER
OCTOBER
NOVEMBER
DECEMBER
JANUARY 1975
FEBRUARY
MARCH
APRIL
MAY
JUNE
JULY
AUGUST
SEPTEMBER

PERSONNEL

Subject: IDENTIFY HOW A SUFFICIENT NUMBER OF TEACHERS CAN BE RECRUITED TO ACCOMODATE THE INSTRUCTIONAL PROGRAM.

1. Recommendation:

Teacher vacancies be filled with teachers from other secondary schools that are not on a year-round basis during the summer quarter or quin.

2. Summary:

Under the mandatory four-quarter plan, the teaching staff could be reduced by one-fourth with all teachers working at least three quarters. If the teachers taught all four quarters under the four-quarter plan, theoretically we would need only 75% of the teachers formerly required under the traditional schedule, with no change in the pupil-teacher ratio.

Under the optional four-quarter and the optional quinmester-45 plan, our teachers contractual agreement would remain the same.

3. Limitations:

It should be kept in mind here, and throughout the various sections of this report that groups of students should be provided the same educational opportunities and services as others, regardless of the quarters to which they are assigned.

Subject: IDENTIFY HOW FRINGE BENEFITS WILL BE ADJUSTED. (RETIREMENT, PERSONAL LEAVE AND SICK LEAVE)

a. Retirement

1. Recommendations:

The retirement deduction and service credit formula applicable

to all other GovGuam employees will be applied to all teachers in the year-round school regardless of the duty year assignment of the teacher.

2. Summary:

Service credit computation shall be in accordance with the formula outlined in Section 4208 of the Government Code of Guam which provides, in part, as follows:

> "Nine (9) months of service or more during any year shall constitute a year of service. No more than one (1) month of service shall be creditable on account of service rendered during any month, and not more than one (1) year of service shall be creditable on account of service rendered during any year."

From the above, all teachers who sign contracts to teach a minimum of 180 teaching days to the maximum of 240 teaching days during any twelve (12) months schedule will receive one (1) year service credit. The only difference will be in the amount of retirement contribution - those whose teaching schedules exceed 180 teaching days will receive more salary and will, therefore, contribute to their retirement fund than those on the 45-15 or 180 teaching days.

3. Limitations:

Salaries for substitute work performed by the teacher during her vacation may or may not be subject to retirement deduction at the employee's option.

b. Personal Leave

1. Recommendations:

Personal leave, if continued, shall also be made applicable to teachers in the year-round school.

2. Summary:

Substitute teachers and those employed on temporary appointments with hourly rate compensations shall not be eligible for personal leave.

There is no need for any adjustment on personal leave for teachers in the year-round school as opposed to those in the traditional school year. All full-time teachers in the year-round school shall receive the same number (3) of personal leave days regardless of the duty year assignment, except as noted above.

Adjustments on or elimination of personal leave having uniform application is subject to future Board-Union negotiations.

c. Sick Leave

1. Recommendations:

Sick leave provisions contained in the Government Code of Guam and in the Board-Union Contract applicable to all teachers shall also be made applicable to teachers in the year-round school.

2. Summary:

All teachers in the year-round school who are employed on a full-time basis shall accrue four (4) hours of sick leave for each bi-weekly pay period in which they are in pay status for the entire ten (10) days.

For purposes of sick leave, the fifteen days scheduled vacation shall be included in the computation, provided that such vacation is on paid status or would have been on paid status had the salary been prorated over the teaching and vacation days, and provided that the teacher is on paid status or would have been on paid status for the entire ten (10) days in the bi-weekly pay period. This rule shall apply regardless of whether the period is composed exclusively of the teacher's vacation days or composed of duty and vacation days combined.

3. Limitations:

Substitute and temporary hourly rate teachers are excluded.

Subject: HOW SPECIALIZED PERSONNEL SERVICES CAN BE PROVIDED AT ALL TIMES.

1. Recommendations:

A. Special services staff such as librarians, counselors, A. V. or media coordinators, and activities coordinators should be employed on a twelve (12) month basis with proper salary adjustments and proper payroll classifications.

B. That a full-time person be hired as a student personnel employment counselor, whose sole job will be to work with the community in placing students in jobs when they are out of school.

2. Summary:

Special services personnel such as librarians, counselors, A. V. or media coordinator, and activities coordinators are needed on a year-round basis and should be employed on a twelve (12) month contract. It will also be necessary to establish proper payroll classification titles and to adjust their salaries to compensate them for the additional work schedule.

3. Limitation:

Certain provisions in the Board-Union contract relative to the above special services staff which are in conflict with the above recommendation will need to be negotiated.

Subject: WILL ADMINISTRATORS AND TEACHERS HAVE THE OPPORTUNITY TO TRANSFER IN OR OUT OF PILOT SCHOOLS?

1. Recommendation:

Teachers and administrators should have an opportunity to transfer in or out of pilot schools.

2. Summary:

Board-Union agreement provisions relative to teacher transfer procedure need to be reviewed and re-negotiated, where necessary, in order for teachers to be able to transfer in or out of pilot schools in an orderly manner and without interruption to the instructional program. Sound transfer procedure for administrators will also need to be developed.

3. Limitations:

Teachers and administrators should not be transferred in or out of pilot schools unless policy concerning transfers are established.

Subject: DETERMINE HOW ADMINISTRATORS SHALL BE COMPENSATED FOR ADDITIONAL RESPONSIBILITY.

1. Recommendations:

Administrators assigned to year round schools be compensated on a percentage basis above the teachers pay schedule for year round schools. This will be different from the other administrators salaries in the traditional nine (9) month school.

2. Summary:

The recommended OPTION I in the teachers salary schedule for the year round school was used as the basis for developing the administrative salary schedule for the year round school. Thus, it is recommended that the following be used to pay administrators in year round school.

A. All assistant principal and vice principal positions for elementary, junior high and senior high year round schools be placed on the same salary schedule with a concurrent recommendation to change the duty year of the elementary assistant principal from school year to twelve months.

B. All assistant principal and vice principal positions in the year round schools be granted equally 15% salary differential for administrative responsibility above the year round teachers salary schedule.

C. All principal positions in the elementary, junior high, and senior high year round schools be granted equally 25% salary differential for administrative responsibilities above the teachers schedule.

D. Salaries for administrators without the MA will be based on the Teacher V pay schedule; and salaries for administrators with MA or higher will be based on the Teacher VI salary scale.

Administrators Salaries

Teacher V R22	Step 1	Step 2	Step 3	Step 4	Step 5	Step 6	Step 7	Step 8	Step 9	Step 10
Daily Rate	46.80	48.53	50.26	52.00	54.16	56.33	58.50	60.66	63.55	66.44
AP (Elem.) VP/AP (Sec.) Daily Rate	53.82	55.81	57.80	59.80	62.28	64.78	67.28	69.76	73.08	76.41
Prin. (Elem.) (Jr.) & (Sr.) Daily Rate	58.50	60.70	62.83	65.00	67.70	70.42	73.13	75.83	79.44	83.05

(ii) EXAMPLE: (Based on Teacher VI Schedule)

Teacher VI R25										
Daily Rate	52.00	54.16	56.33	58.50	60.66	63.55	66.44	69.33	72.22	75.11
AP (Elem.) VP/AP (Sec.) Daily Rate	59.80	62.28	64.78	67.28	69.76	73.08	76.41	79.73	83.05	86.37
Prin. (Elem.) (Jr. & Sr.) Daily Rate	65.00	67.70	70.41	73.13	75.83	79.44	83.05	86.67	90.28	93.89

E. Salary allocation of administrators assigned to year round schools shall be on a step to step basis -- that each employee's pay step assignment be identical to the step held or he would have held in the teacher classification. The administrative salary allocation shall take into account salary increment due around the time of promotion or assignment to the year

round school administrative position.

F. Prevailing personnel policies applicable to twelve month employees shall apply to year round school administrative staff.

Subject: GRADE/LEVEL ASSIGNMENTS

1. Recommendations:

A. Priority to those with full certification for the level requested.

B. Among those with full certification, preference will be given to those with the most training and experience in the level for which assignment is requested.

C. If all of the above are equal, preference will be given to those already in the system, with first priority to be given to those within the school over those applying for transfer from other schools within the system.

2. Summary:

It was perceived by the authors that teachers already certified for the level requested, the most training and experience and already in the school must be given preference.

3. Limitations:

The above are subject to transfer procedure in the Board-Union contract which should be reopened for negotiation for those in the year round school.

Subject: TERM OF CONTRACT

1. Recommendations:

A. Terms of contract for employment under the four quarter or quinmester-45 plan shall include the following:

(1) Duty year options should probably be limited to the plans listed below.

Plan I 180 days

This is the regular quarters or quinmester schedule with each teacher, working either three quarters or four quinmesters during a twelve month cycle.

Plan II 225 days

This plan will require teaching all four quarters or all five quinmesters during a twelve month cycle.

(2) Payment Plans

(a.) OPTION I. All annual salaries will be divided by the established number of instructional days in the traditional nine months school year to determine the daily salary rate. (Fractions of half a cent or more will be carried, and fractions of less than half will be dropped.)

The daily rate will be used to compensate each teacher regardless of the work year elected by the teacher.

EXAMPLE: Teachers Daily and Annual Rate - Option I

T1 R13	Step 1	Step 2	Step 3	Step 4	Step 5	Step 6	Step 7	Step 8	Step 9	Step 10
Daily	35.15	36.17	37.20	38.22	39.51	40.84	42.15	43.46	45.06	46.80
Annual	6328	6512	6696	6880	7116	7352	7588	7824	8112	8424
TII R15										
Daily	37.20	37.20	39.51	40.84	42.15	43.46	45.06	46.80	48.53	50.26
Annual	6696	6880	7116	7352	7588	7824	8112	8424	8736	9048
TIII R17										
Daily	39.51	40.84	42.15	43.46	45.06	46.80	48.53	50.26	52.00	54.16
Annual	7116	7352	7588	7824	8112	8424	8736	9048	9360	9750
TIV R19										
Daily	42.15	43.46	45.06	46.80	48.53	50.26	52.00	54.16	56.33	58.50
Annual	7588	7824	8112	8424	8736	9048	9360	9750	10,140	10,530
TV R22										
Daily	46.80	48.53	50.26	52.00	54.16	56.33	58.50	60.66	63.55	66.44
Annual	8424	8736	9048	9360	9750	10,140	10,530	10,920	11,440	11,960
TVI R26										
Daily	52.00	54.16	56.33	58.50	60.66	63.55	66.44	69.33	72.22	75.11
Annual	9360	9750	10,140	10,530	10,920	11.440	11,960	12,480	13,000	13,520
School Health counselor I R17										
Daily	39.51	40.84	42.15	43.46	45.06	46.80	48.53	50.26	52.00	54.16
Annual	7116	7352	7588	7824	8112	8424	8736	9048	9360	9750
School Health Counselor II R19										
Daily	42.15	43.46	45.06	46.80	48.53	50.26	52.00	54.16	56.33	58.50
Annual	88	7824	8112	8424	8736	9048	9360	9750	10,140	10,530
School Health Counselor III R21										
Daily	45.06	46.80	48.53	50.26	52.00	54.16	56.33	58.50	60.66	63.55
Annual	8112	8424	8736	9048	9360	9750	10,140	10,530	10,920	11,440

School Health
Counselor IV R23

	Step 1	Step 2	Step 3	Step 4	Step 5	Step 6	Step 7	Step 8	Step 9	Step 10
Daily	48.53	50.26	52.00	54.16	56.33	58.50	60.66	63.55	66.44	69.33
Annual	8736	9048	9360	9750	10,140	10,530	10,920	11,440	11,960	12,480

Figures above include additional 312 dollar raise effective July 1, 1973.

Compensation normally granted under the traditional plan for legal holidays, school holidays, and summer vacation have all been included in the daily salary rate.

(ii) OPTION II. Annual salaries for those teachers in the 180 instructional days will be divided by 240 days so that salaries are spread out over the teachers teaching days as well as vacation days. The daily rate will include legal holidays and school holidays normally granted under the traditional (present) pay procedure, but not the vacation pay.

EXAMPLE: Teachers Daily and Annual Rate - Option II

TI R13	Step 1	Step 2	Step 3	Step 4	Step 5	Step 6	Step 7	Step 8	Step 9	Step 10
Daily	26.38	27.13	27.90	28.67	29.65	30.63	31.62	32.60	33.80	35.10
Annual	6328	6512	6696	6880	7116	7352	7588	7824	8112	8424
TII R15										
Daily	27.90	28.67	29.65	30.63	31.62	32.60	33.80	35.10	36.40	37.70
Annual	6696	6880	7116	7352	7588	7824	8112	8424	8736	9048
TIII R17										
Daily	29. 5	30.63	31.62	32.60	33.80	35.10	36.40	37.70	39.00	40.63
Annual	7116	7352	7588	7824	8112	8424	8736	9048	9360	9750
TIV R19										
Daily	31.62	32.60	33.80	35.10	36.40	37.70	39.00	40.63	42.25	43.79
Annual	7588	7824	8112	8424	8736	9048	9360	9750	10,140	10,530

TV R22	Step 1	Step 2	Step 3	Step 4	Step 5	Step 6	Step 7	Step 8	Step 9	Step 10
Daily	35.10	36.40	37.70	39.00	40.63	42.25	42.79	45.50	47.67	49.83
Annual	8424	8736	9048	9360	9750	10,140	10,530	10,920	11,440	11,960
TVI R25										
Daily	39.00	40.63	42.25	43.79	45.50	47.67	49.83	52.00	54.17	56.33
Annual	9360	9750	10,140	10,530	10,920	11,440	11,960	12,480	13,000	13,520
School Health Counselor I R17										
Daily	29.65	30.63	31.62	32.60	33.80	35.10	36.40	37.70	39.00	40.63
Annual	7116	7352	7588	7824	8112	8424	8736	9048	9360	9750
School Health Counselor II R19										
Daily	31.62	32.60	33.80	35.10	36.40	37.70	39.00	40.63	42.25	43.79
Annual	7588	7824	8112	8424	8736	9048	9360	9750	10,140	10,530
School Health Counselor III R21										
Daily	33.80	35.10	36.40	37.70	39.00	40.63	42.25	43.79	45.50	46.67
Annual	8112	8424	8736	9048	9360	9750	10,140	10,530	10,920	11,440
School Health Counselor IV R23										
Daily	36.40	37.70	39.00	40.63	42.25	43.79	45.50	47.67	49.83	52.00
Annual	8736	9048	9360	9750	10,140	10,530	10,920	11,440	11,960	12,480

Figures above include additional 312 dollar raise effective July 1, 1973.

2. Summary:

As in the previous case, Board-Union agreement provisions relative to teacher transfer procedure need to be reviewed and re-negotiated, where necessary, in order for teachers to be able to transfer in or out of pilot schools in an orderly manner and without interruption to the instructional program. Sound transfer procedure for administrators will also need to be developed. Also attendance of five (5) workshop days shall be required of all teachers when scheduled by the Board of Education. At the discretion of the Board of Education, workshops may be held on the teachers scheduled vacation, on school holidays, and on instructional days. When held on vacation and/or school holidays, such

workshop days shall be in addition to the teacher's assigned teaching days. When more than five (5) workshops are held in any twelve (12) month school schedule, attendance at workshops over the five (5) days shall be voluntary on the part of the teacher. Failure on the part of the teacher to attend five (5) scheduled workshops shall cause the teacher to forfeit the equivalent of one (1) day's salary for each of the five (5) workshops not attended,

3. Limitations:

The above are subject to transfer procedure in the Board-Union contract which should be reopened for negotiation for those in the year round school.

ADMINISTRATIVE DETAILS

Subject: DEVELOP PROGRAM BUDGET PROCEDURES FOR ORDERING OF INSTRUCTIONAL EQUIPMENT, SUPPLIES AND MATERIALS TO ACCOMMODATE THE NEW TIME LIMITS AND DEMANDS.

1. Recommendations:

   A. That schools receive a guaranteed budget.

   B. That off-island ordering must be continuous.

   C. That there must be improved delivery service from the Piti Warehouse.

   D. That standard items must be stocked at the warehouse for quick procurement.

   E. That a committee be established no later than September 10, 1973 to develop a program for budget procedures for the pilot schools.

2. Summary:

Because of the time limits, the committee felt it could not develop a comprehensive report for budget procedures.

3. Limitiations:

   A. The present practice of limiting or "freezing" fourth quarter funds would prohibit the operation of year-round schools.

   B. Supplies must be continuously made available. The present calendar for supply ordering would not meet this need.

Subject: IDENTIFY POSSIBLE ADDITIONAL ADMINISTRATIVE AND CLERICAL PERSONNEL NECESSARY

1. Recommendations:

A. That annual leave be planned one year in advance.

B. That a pool of clerks be maintained to fill-in at the various schools for personnel on leave.

C. That the Department of Education employ roving, or traveling administrators to fill in for administrators on leave.

D. That additional personnel be employed at Central Office in the area of procurement and supply.

E. That a committee be established no later than September 10, 1973, to develop a program for obtaining additional personnel for the new program.

F. That all clerical personnel be given entrance tests relevant to job requirements.

G. That all clerical personnel have standard operating procedures and forms for all areas.

H. That pre-service and in-service training for clerks and administrators be on-going.

I. That all administrators, especially assistant principals, meet maximum requirements.

2. Summary:

Year-round school would require the services of administrators, clerks and custodians on a continuous basis. There would be no slack period comparable to our present summer months when personnel can take leave without seriously affecting school operations. These people have up to thirty days earned annual leave. Provisions must be made for them to take this leave.

3. Limitations:

A. The present practices for granting leave would not be applicable to year round schools.

B. Additional personnel would be needed to allow for leave of employees.

Subject: DEVELOP ORGANIZATIONAL STRUCTURE FOR COORDINATING AND IMPLEMENTING THE NEW PROGRAM.

1. Recommendations:

It is recommended that the following process objectives be implemented.

A. Board of Education approval of preliminary plans by July 15, 1973.

B. Parents, community leaders, the public and all concerned are to be notified of preliminary plans by July 30, 1973.

C. One teacher and one administrator from each of the pilot schools must be sent to the mainland to observe year round schools no later than September 7, 1973.

D. A committee to develop a program for budget procedures is to be established no later than September 10, 1973. The report of this committee is to be submitted to the Coordinator of Year Round Schools no later than November 1, 1973.

E. A committee to develop a program for obtaining additional personnel is to be established no later than September 10, 1973. The report of this committee is to be submitted to the Coordinator of Year Round Schools no later than November 1, 1973.

F. Curriculum Committees are to be established in the pilot schools no later than September 7, 1973. The reports of these committees are to be submitted to the Coordinator of Year Round Schools no later than November 1, 1973.

G. Final plans for year-round schools are to be completed by December 3, 1973.

H. A workshop for teachers and administrators of the pilot schools will be held during the month of December, 1973.

I. The parents and general public will be notified through all the news media of final plans by December 31, 1973.

J. Year round schools will be implemented in the pilot schools on June 24, 1974.

Subject: IDENTIFY WHAT COMPUTER SYSTEM WOULD BE BEST FOR GUAM

1. Recommendations:

One of the following plans must be accepted for implementation of year round schools.

A. Purchase (Plan I)

1) 1131 4A CPU
2) 1132 002 Printer
3) 1442 006 Card Read Punch

	8K		16K
Purchase price	$46.638.80		$63,081.20
Down-payment 25%	11,659.70	50%	31,540.60
Amount financed	34,979.10		31,540.60
Time-plan @ 36 mo.	5,500.00		5,500.00
Contract time-bal.	40,479.10		36,540.60
34 monthly payment (PACE)	1,190.00		1,090.00

B. Rental (Plan II)

	1 Mo.	1 Yr.	3 Yr.
1) 1130 system - 8K	$1,222.00	14,664.00	43,992.00
2) 1130 system - 16K	1,592.00	19,104.00	57,312.00

C. Cost of Operation (1 year):

1. Equipment	
a) Rental - 0029 A22 Card Punch 1 yr. @ $80.08/mo.	$ 960.96
b) Maintenance - approx. $200/mo.	2,400.00
2. Supplies	
a) 1132 Printer paper 20 ctn. @ 20/ctn.	400.00
b) 5081 Cards - 20 bx. @ $2.50/bx.	50.00
c) Administrative supplies	100.00
3. Program - Rental	
a) Student scheduling	6,000.00
4. Personnel - Salaries	
a) Computer Center Manager 1 x $6.10/hr. x 2 hrs. x 180 days	2,196.00
b) Computer Operator 1 x $3.75/hr. x 6 hrs. x 180 days	4,050.00
c) Keypunch Operator 2 x $3.12/hr. x 6 hrs. x 180 days	6,739.20
	$22,896.16

Subject: IDENTIFY AND DEVELOP SUGGESTIONS FOR NEW AND CHANGED LAWS, REGULATIONS AND PRACTICES TO IMPLEMENT YEAR ROUND EDUCATION

1. Recommendations:

A. The present regulations and/or practices for

budgeting and procurement of supplies would need to be revised.

B. Article V, B, 6b of the Board/Union Contract will be impossible to abide by with year round schools.

2. Limitations:

The Board-Union Contract provisions relating to daily preparations need to be re-negotiated.

FACILITIES

Subject: DEVELOP HOW CUSTODIAL SCHEDULES SHOULD BE REVISED

1. Recommendations:

   A. No additional custodial help would be required for the year round school.

   B. Centralization of custodial services should be undertaken.

2. Summary:

   A. No further additional custodial help would be required. However, it may be necessary to redesignate certain personnel to supervisory positions since some of the personnel will be used at all schools.

   B. A small token force would be selected from each school involved for the year-round program and will be centralized into a group to systematically schedule stripping, sealing and waxing classrooms, hallways, etc., in each school. This would be on a continuing basis and would be accomplished when school was not in session i.e., early mornings, nights or Saturdays.

   C. Centralization would be more effective if one agency controlled the work effort since each school has a different physical plant, etc. Some schools have tiled hallways, and floors, which require stripping, waxing, buffing, etc., regularly, while others are concrete and maintenance requirements are minimal. Currently, custodial staff requirements are based solely on enrollment. Centralization of work forces would more effectively utilize custodians.

   D. The above recommendations were arrived at on the basis of a concurrent study that is being made for the consolidation of the custodial effort through-

out the entire elementary and secondary levels. The committee would like to point out here that future savings could be derived by re-designating custodial personnel working hours to non-school periods prior to or after regular classes.

3. Limitations:

A. There are no limitations as far as the committee is concerned, whether conventional or all year-round school exists.

Subject: DEVELOP PROCEDURES FOR MAINTENANCE AND OPERATION OF FACILITIES AND EQUIPMENT FOR YEAR ROUND CALENDAR

1. Recommendation:

A. Year round maintenance will be accomplished under the same procedures and management as currently established and in effect for the traditional school year.

2. Summary:

A. Procedures and management controls for this type of maintenance has been established and all work would be accomplished through the coordinated management of individual school administrators, Associate Superintendent, Buildings and Grounds and the Manager, Public Works Building Maintenance Division. Regular preventative maintenance would be scheduled throughout the entire school system for air conditioning and refrigeration, plumbing fixtures, electrical systems, visual and training aids, cafeteria equipment interior and exterior painting, roof repairs and related minor maintenance repairs. Since these staffs, offices and shops operate on an annual basis, the subcommittee considers that no change in

operational or maintenance procedures are anticipated or considered necessary for year round school.

B. The regular school year allows for a break of 10 to 11 weeks during the present summer vacation period at which time some non-recurring repairs, minor alteration, and refurbishing work have been accomplished by the principal's staffs and the regular shop maintenance crews. This type of repair may result in some inconvenience to the instructional and school administrative staffs for the year round school, but by advance planning and scheduling, the subcommittee concludes this work could be accomplished concurrently with the teaching effort and with minimum disruption and loss of instructional time for the year round school. It is possible that most day to day and non-recurring maintenance work can be accomplished by a rearrangement of the maintenance personnel working hours to utilize non-school time prior to and after regular hours including Saturdays. It is the subcommittee's understanding that much of this type maintenance work has already been programmed and accomplished under these conditions for regular school year operations.

3. Limitations:

The authors perceive there will be no measurable limitations or conflict to accomplish normal day to day operational maintenance for the year round school since current procedures are already in effect for regular school year maintenance.

Subject: DETERMINE THE NEEDS AND COSTS FOR PREPARATION OF EXISTING PLANTS AND FACILITIES WITHIN THE PLANT FOR YEAR ROUND EDUCATION.

1. Recommendation:

No extra preparation of existing plants would be necessary.

2. Summary:

The authors perceive there would be no extra needs or expenditures in the area of the existing school plant or facilities.

3. Limitations:

There are no measurable limitations or major capital expenditures needed immediately.

Subject: IDENTIFY CONSTRUCTION NEEDS AS DETERMINED BY POPULATION TRENDS FOR THE NEXT 5 YEARS WITH COST ESTIMATES

A. FOR YEAR ROUND SCHOOL
B. FOR REGULAR SCHOOL

1. Recommendations:

A. For year round school, $648,542 will be required for capital expansion of senior high school facilities.

B. $2,392,801 for capital expansion under the regular school schedule.

2. Summary:

The attached classroom analyses which are self-explanatory, outline the expected projection of enrollment, classroom facilities and cost estimates anticipated for each category of schooling.

3. Limitations:

The authors conclude that the limitation of classroom pupil size coupled with attendance growth dictates that a complete new school

be constructed if regular school programs in the John F. Kennedy area are to be continued. If, however, the year-round school program is adopted, the need for additional construction could be delayed for approximately 4 years and possibly longer if year-round schools are established in schools adjacent to the area selected for the pilot year round school program.

FACILITY NEEDS HIGH SCHOOL PILOT AREA
(REGULAR SESSION)

	FY-74	FY-75	FY-76	FY-77	FY-78	FY-79
Enrollment	1,900	2,013	2,134	2,262	2,398	2,542
Classrooms Required	73 (a)	77	82	87	92	97
Permanent Classrooms Available	64	64	64	64	64	64
Classrooms Short	-9	-13	-5	-5 (d)	-5	-5
Classrooms Construction		13	5	5	5	5
Funding Required (b)	$875,420	$336,700	$363,693	$392,783 (e)	$424,205	

(a) 26:1 ratio including academic and special areas.
(b) Funding required, but not included in 5-year plan.
(c) New high school scheduled to open but may not necessarily affect enrollment in pilot school.
(d) May require a new high school in the northern end of the island to open this year.

FACILITY NEEDS HIGH SCHOOL PILOT AREA
(YEAR-ROUND SCHOOL)

	FY-74	FY-75	FY-76	FY-77	FY-78	FY-79
Enrollment	1,900	2,013 (a)	2,134	2,262	2,398	2,542
Attendance During Any Given Quinmester or Quarter	1,425	1,510	1,600	1,696	1,798	1,906
Classrooms Required	55	58 (b)	61	65	69	73
Classrooms Available	64	64	64	64	64	64
Classrooms Short	+9	+6	+3	-1 (c)	-5	-9 (f)
Classrooms Construction	-0-	-0-	1	9	-0-	-0-
Funding Needs	-0-	$20,000 (d)	$628,542 (e)	-0-	-0-	-0-

(a) Reflects a 6% average increase based on the 1969 school year to present enrollment.
(b) Based on 26:1 ratio.
(c) New high school scheduled to open but may not necessarily affect enrollment in pilot school.
(d) Temporary classroom needed but not included in 5-year plan.
(e) Needed but not included in 5-year plan.
Total cost facilities needed in pilot school = $648,542
(f) If funded in FY-76 this would decrease to -0-.

BUS TRANSPORTATION

Subject: IDENTIFY THE EFFECTS YEAR-ROUND SCHOOL OPERATION WOULD HAVE ON BUS TRANSPORTATION

1. Recommendations:

Mandatory Four-Quarter Plan

A. That the following formula be used to calculate the number of students in each group:

.75 x number of students

B. That students be assigned to quarters by geographical areas.

C. That bus needs be based on the number of students in each area.

Optional Four-Quarter and Optional Quinmester-45 Plan

A. That some method of equalizing student attendance in each session be designed.

B. That bus needs each session be based on actual number of students attending that session.

C. That bus needs for the first year of year-round operation would not be different than during the regular session.

2. Summary:

A. Mandatory Four-Quarter Plan

If the Board adopts the mandatory four-quarter plan, then students would be assigned to attendance

groups geographically and in equal numbers to these groups. There could be no variations or exceptions. Therefore, the number of students transported from each area would be equal to 25% of the total school enrollment for that year.

B. Optional Four-Quarter or Optional Quinmester-45 Plans

Under these plans since students, after the first three quarters (or first four quins), would have the option of attending the 4th quarter or 5th quin, the number of buses required the first year of operation would be the same as under the regular session. Buses for the last session could be the same but would probably be close to 50% less for the first year. Every effort must be made to equalize enrollments in all quarters or quins.

3. Limitations:

If enrollments are not equalized under the optional plans then bus needs may increase over regular session needs. If parents are given the freedom to choose the sessions their children will attend school it is conceivable bus routes will lengthen while buses will carry fewer students, thus raising transportation per pupil costs. Efficient bus loadings must be maintained at all times as well as careful co-ordination with the parochial schools if costs are to "break even".

SECONDARY CURRICULUM

Subject: DEVELOP GUIDELINES FOR REDESIGNING A CURRICULUM SUITABLE FOR THE YEAR-ROUND CALENDAR.

1. Recommendations:

A. The pilot schools must involve students and teachers in developing their curriculum to insure a relevant curriculum with smooth implementation.

B. Selected personnel must be released part-time from their responsibility to work on curriculum development.

C. Curriculum development should begin the first week of September 1973.

D. That the following format be used for course-development. (See next page)

2. Summary:

Guam's pilot schools will have to develop a pattern for organizational structure that could carry a flexible curriculum. It should allow for individual goals of students. This organizational structure must permit more flexibility and individualization of instruction while allowing students to take one course, two courses or a combination of courses and activities.

A program of non-graded, non-sequential courses of instruction should be developed in each subject area. There should be a broad range of courses available, from the remedial to the highly sophisticated. This would make it possible to develop a unique program, reflecting each particular student's individual attitudes and aptitudes while complying with the Board of Education requirements for graduation.

Name of Course And Description	Student Characteristics	Behavioral Objectives	Administrative Requirements
Intermediate Algebra (Course B) This course is primarily concerned with the laws of exponents, irrational numbers, and quadratic equations whose roots are irrational numbers	Any student who has satisfactorily completed Intermediate Algebra (Course A) and whose course selection is approved by his teachers of Intermediate Algebra (Course A)	(1) To apply the laws of exponents (2) To simplify complicated rational expressions (3) To perform the four basic operations on complicated fractions (4) To solve complicated fractional equations (5) To express numbers in scientific notation (6) To describe the characteristics of the equation whose graph is a parabola (7) To sketch the graph of a parabola from its equation	One period per day, five days per week or the equivalent of five hours per week

3. Limitation:

Satisfactory curriculum cannot be developed without release time for personnel. For a breakdown of personnel needed for curriculum development, see Appendix.

Subject: HOW FREQUENTLY WILL ELECTIVES BE OFFERED?

1. Recommendation:

That small student interest elective courses be offered every other quarter if the student enrollment is over fifteen.

2. Summary:

A solution for scheduling elective classes would be to offer each of them during every quarter. This is probably the only way to be certain that a student wishing to study Physics I. would be able to study it. If all these elective subjects were scheduled each quarter some of the smaller classes would be even smaller. An alternate plan to avoid smaller classes could be used. The quarter system could lead to combining unless classes are permitted to meet even though the number of students requesting a subject is small. In this manner Physics I. and Physics II. or Solid Geometry and Trigonometry or French I. and French II. might be combined, or small student interest electives could be offered every other quarter.

3. Limitations:

Students not properly planning their schedules with their parents and counselor could miss a class they wanted to take.

Subject: HOW WILL THE FOUR-QUARTER OR QUINMESTER PLAN AFFECT THE EXTRA-CURRICULAR ACTIVITIES?

EXTRA-CURRICULAR ACTIVITIES

1. Recommendations:

A. That no student should lose an opportunity to participate because he is out of school during a particular quarter.

B. That graduation be held twice a year; once after the winter session and summer session.

2. Summary:

A new approach must be developed for the extra-curricular activities in the pilot schools. Students, teachers and administrators must be involved in this development.

Extra-curricular activities often increase students' general interest in school. The extra-curricular activities will not be carried on in the usual manner. The plan could however, make it possible for more students to participate in the activities and sports.

Several important school activities are now planned twice each year. Under most quarter-plans these activities would need to be administered four times each year. For example, would it be necessary to have four graduation programs during the year? This would be the case unless students could return for a later graduation. Another example would be the National Honor Society selection and induction each quarter.

INTERSCHOLASTIC ATHLETICS

1. Recommendation:

That no student should lose an opportunity to participate because he is out of school during a particular quarter. Eligibility should be based on the previous quarter.

2. Summary:

Year-round school would involve changes in the interscholastic athletic program that could produce both advantageous and adverse effects.

From the standpoint of advantages, more students would have an opportunity to engage in competitive sports. Furthermore, it

would be possible to increase the emphasis upon sports ordinarily entered into during the summer months, such as golf, baseball, swimming and tennis.

3. Limitations:

The overlapping of sports into two or more quarters could present difficulties in maintaining continuous team membership, thereby affecting the caliber of team performance and handicapping teams in competing successfully with schools not on a year-round plan.

From the standpoint of disadvantages, it would increase the difficulty of securing personnel to supervise the program and still fit them into the teaching pattern of the school. It could increase the problem of scheduling games with competing schools.

Subject: RECOMMEND APPROPRIATE CURRICULUM AND INSTRUCTION MODIFICATIONS

1. Recommendations:

A. Improve the existing curriculum within the framework of a year-round calendar.

B. Continue to identify teaching styles that complement the different learning styles of our students.

C. Use existing curriculum catalogs and scope and sequences from other schools currently on a year-round operation to aid in curriculum adjustment.

D. Base courses on 60 or 45 day instructional periods.

E. Define sequence and note that courses requiring the greatest degree of sequence would create most scheduling problems.

F. Identify courses
-needing dependent sequence
-not needing dependent sequence
-requiring prerequisites
-having close relationships

G. Develop instructional objectives, skills and concepts as a part of curriculum modification.

H. Develop a flow chart within a subject area from which students may choose their direction when sequential courses are reduced.

I. Identify courses with development skills and determine degree of mastery needed for course completion and for progression to next course.

J. Give students choices among required courses when possible (e.g., 2 out of 4 required courses to permit students who fail a required course to take a different one instead of repeating the one failed.)

K. Provide for independent study activities.

L. Consider courses of less instructional length than 12 or 9 weeks.

M. Include various aspects of environmental education for all appropriate parts of the curriculum.

N. Consider the integration of the curriculum for adult education, recreation and day school.

O. Involve teachers and students in curriculum development and planning to insure a relevant curriculum with smooth implementation.

2. Summary:

As the Planning and Evaluation Unit is in the process of developing some of the above itemized recommendations for systemwide im-

plementation, this report does not mean to impinge upon their area of responsibility and would only develop those items not so duplicated.

APPENDIXES

I. Cost for Pre-Implementation..... 125

II. Teacher Questionnaire and Results 129

III. Student Questionnaire and Results 136

IV. School Plant Utilization -
Traditional vs. Year-Round..... 140

V. Outline of Critical Incidents
General..... 141
Public Information..... 145
Personnel Department..... 147
Curriculum Revision..... 149
Transportation Department..... 150
Custodial and Food Service Department..... 150

VI. Guam's 45-15 Plan..... 151

COST FOR PRE-IMPLEMENTATION
1973-74

1. PERSONNEL

Coordinator	$ 17,628.00
Assistant Coordinator	14,248.00
Public Relations Coordinator	12,312.00
Two Secretaries	13,808.00
Total	$ 58,076.00

Substitutes for curriculum development on the senior high level

Subject	Time (Days)	Staff	Cost
Science	45	2	$ 2520.00
Social Studies	45	2	2520.00
Industrial Art	20	1	560.00
Driver Education	5	1	140.00
Math	45	2	2520.00
Music	10	1	280.00
Language Arts	20	2	1120.00
Foreign Language	20	1	560.00
Business Education	45	1	1260.00
Physical Education	25	2	1400.00
Art	15	1	420.00
Counseling	45	1	1260.00
Home Economics	10	1	280.00
	350	18	$14,840.00

Substitutes for Curriculum Development on the Junior High Level.

Subject	Time	Staff	Cost
Science	45	2	2520.00

Subject	Time	Staff	Cost
Social Studies	45	2	2520.00
Industrial Art	15	1	420.00
Math	45	2	2520.00
Music	10	1	280.00
Language Arts	45	2	2520.00
Foreign Language	10	1	280.00
Business Education	5	1	140.00
Physical Education	45	1	1260.00
Art	10	1	280.00
Counseling	45	1	1260.00
	320	15	$ 14,000.00

Substitutes for curriculum development on the elementary level.

Levels		Time (Days)	Staff	Cost
Primary Level	(Ulloa)	45	4	5040.00
Inter.	(Wettengel)	45	3	3780.00
K thru 6	(Harmon Loop)	45	3	3780.00
		135	10	$ 12,600.00

Figured on $3.50 per hour for substitutes Total $ 93,740.00

2. Travel

A. School Visitation

Seven people to Los Angeles ($638.18 per person)	$ 4467.26
Seven days for per diem ($35.00 per day)	1715.00
Five people to Tampa, Florida ($911.36 per person)	4056.80

Seven days for per diem ($35.00 per day)		1225.00
Coordinator to Chicago for 6th Year Round School Conference		817.00
Six days for per diem ($35.00 per day)		210.00
B. Local Travel		450.00
	Total	$ 12,976.00

3. Printing

Four brochures on adopted year-round plans		3200.00
Student, teachers, administrators, parents questionnaires		1000.00
Committee reports		800.00
School calendars		300.00
Student calendars		200.00
	Total	5500.00

4. Supplies

A. Equipment

Description	Units	Cost
Electric typewriter, IBM	1	550.00
Adding Machine, 10 key electric	1	350.00
Mimeograph Machine	1	565.00
Filing cabinet, 5-drawer	2	90.00
Desk (executive)	3	425.00
Chairs (executive)	3	150.00
Secretarial Desk	2	380.00

Secretarial chair	2	130.00
Xerox Machine 6140 (1 yr.)	1	1000.00
		$ 3640.00

B. Office supplies 225.00

5. Computer system

Purchase computer (8K)		46,638.80
Cost of operation (1 year)		22,896.16
	Total	$69,534.96

6. Cost for preparation of existing plants and facilities 40,000.00

Storage carts and metal cabinets for teacher's instructional material		40,000.00
	Total	$40,000.00

7. Miscellaneous

Refreshments		400.00
Professional Publications of year-round material		200.00
	Total	$ 600.00

GRAND TOTAL $231,991.96

ANALYSIS OF TEACHER QUESTIONNAIRE

The results of a questionnaire given to teachers in the proposed pilot schools in order to assess their attitudes towards the 45-15 plan are summarized in the following paragraphs. All questionnaires were filled out after a group meeting involving comments, discussion, and a question and answer period conducted by Mr. Sid Cottrell and Mr. Jeff Shafer.

Result of Teacher Questionnaire

1. My reaction to the 45-15 planning is:

favorable	unfavorable	mixed
42.1%	13.2%	44.7%

2. My reason(s) is:

Favorable

a. It is a great idea.
b. Efficient use of school supplies, equipment, and building.
c. I think the 9-month school year is out of date and needs revision.
d. Students would be refreshed after breaks.
e. Continued reinforcement of learning.
f. More flexibility.
g. Skeptical about how it will work on Guam.
h. To utilize more space and accomodate more students.
i. I could make more money.

Unfavorable

a. Too difficult for family planning.
b. Impractical from teaching, assigning and maintaining.
c. The paperwork will be phenomenal.

Mixed

a. A little concerned about the administrative problems.
b. Who will do the extra paper work?
c. Family planning.
d. Limited knowledge of the whole system.
e. I would like to try it before I decide which I prefer.
f. There are so many issues not yet resolved.

3. I would like to receive the following form of contract under 45-15:

180 days	225 days	more than 180, less than 225	no response
44.7%	31.6%	18.4%	5.3%

4. The major problems for teachers under 45-15 will be:

Top five major problems

a. Curriculum adjustments
b. Attitudes
c. Fatigue factors
d. Teacher loads
e. Morale and teacher contracts

5. I may look elsewhere for a job when the school goes to 45-15 planning:

Yes	No	Wait and See
7.9%	55.3%	36.8%

6. The major problem facing the school board is:

* a. Getting to the public - explaining the year-round school.
b. Train administrator to properly handle plan.
c. Scheduling families.
d. Scheduling.
e. Getting the conservative people to accept new ways of doing things.
f. Revamping the system.
g. The possibility of having four different groups.

h. Orientation of teacher, administrators, parents, students.
i. Teachers trying to work straight through without a rest period.
j. Implementing the plan.
k. Students who are out of school.
l. Once committed to enforce the program.

7. To date my understanding of the 45-15 Plan is:

Excellent	Good	Fair	Poor
29%	39.5%	31.6%	0

8. I think it will be harder to teach under 45-15 because:

a. Remain about the same.
b. Ability of administrator to organize what is needed.
c. Changing classrooms.
d. The probability of having 4 different groups.
e. The schools are not completely air-conditioned.
f. Becoming acquainted with a new group of children.
g. Disciplinary problems.
h. Lack of continuity.
i. I don't forsee any problem as far as being harder to teach or not so long as you have a good attitude and are fully motivated.
j. The moving of supplies in and out at the beginning and end of each session.

9. I think it will be easier to teach under 45-15 because:

a. I would like the idea of having a different set of children every 9 weeks.
b. More individualization.
c. More frequent breaks keep children more alert.
d. It will be the same as soon as one is used to the system.
e. More retention of facts.
f. Better teacher contract.
g. I will have set schedule in planning for the 45-15 teaching days.
h. Students anxious to learn.
i. Teacher is refreshed - less emotional build-up.

j. Attendance will improve.
k. Overall continuity of classroom studies without the big 3-month gap.
l. Students would have more experiences to talk about and write about during school.

10. In service training for 45-15:

Will not be needed	Will be needed
18.4%	81.6%

11. Should all primary children have one teacher throughout the school year?

Yes	No
86.8%	13.2%

Reasons:

Yes

a. The teacher needs at least a year to work on specific problems a child might have.
b. So the students can adjust to school life.
c. Need stability
d. School itself is an adjustment and they need the security of one teacher.
e. Some never communicate for nine weeks.
f. Continuity.

No

a. Children should be exposed to various teachers.
b. Primary children are probably more adaptable.
c. Every teacher has a different way of presenting subject matter. Some children will respond to one type, while not another.

12. Should there be homogeneous grouping for 1st year children?

Yes	No	No Response
36.8%	60.5%	2.6%

12. Reasons:

Yes

a. It will be easier for the teacher to group.
b. Poorly trained reading teachers.
c. Very few teachers are capable of dealing with a true heterogeneous group.
d. Teacher could accomplish more in all subject matter to reduce the spread of ability.
e. Easier to group. Reduces teaching load.

No

a. It is artificial.
b. Let the children be exposed to each other - give them a chance to perform before stifling them.
c. Children can learn from their peers.
d. No class is ever really grouped.
e. Society is not homogeneous.
f. Homogeneous grouping is for the birds.
g. Heterogeneous grouping is more challenging.
h. How would you determine grouping with an unknown?

13. What criteria should be used in grouping these children?

a. Reading ability and personal evaluation.
b. Maturity mainly.
c. Performance.
d. According to their basic needs.

14. If you were asked to teach under a 45-day teaching and 15-day off plan, would you?

Yes	No	No Response
78.9%	10.5%	10.5%

Comments:

Yes

a. I would be very willing and anxious to get started.
b. But I would want to be sure it was very well organized.
c. I think it will be great to experiment on new things, methods and innovations.
d. I enjoy teaching and get bored being on vacation.
e. To receive more money.

f. I would like to test it out personally and see how I'd feel afterward.

No

a. I think it would be great if I were single or had no children.
b. Teachers should be able to pick which schedule they like best.

15. Would you be available to substitute (substitute pay) during your 15 days off?

Yes	No
50%	50%

Comments:

Yes

a. Teacher knows the school, system better than a substitute.
b. To be of service.
c. Being a school teacher, I can help better.
d. It would depend on what I had planned.

No

a. I'm tired.
b. Time in between will be greatly needed to prepare materials for the next session.
c. If I substitute I would expect my regular pay.

16. I am a: Man 21.1% Woman 78.9%

17. My age is:

20-24	7.9%	25-29	23.7%	30-34	7.9%
35-39	23.7%	40-44	15.8%	45-49	7.9%
50+	10.5%				

18. The number of years I have in teaching are:

42.1% 0 thru 5	21.1% 6 thru 10	18.4% 11 thru 15
5.3% 16 thru 20	10.5% 20 and above	

Summary

Seventy-eight percent of the teachers at Ulloa, Harmon Loop, and Wettengel responded to the questionnaire. Forty-two percent indicated they were in favor of the 45-15 plan as presented. 78.9% indicated they would be willing to teach the 45-15 plan and 10.5% were undecided. 86.8% of the teachers indicated that a child in the primary grades should have only one teacher throughout the school year. 60.5% of the teachers felt that the primary grades should not be homogeneously grouped. How their children should be grouped is another question that has a multiplicity of answers. (See appendix) Fifty percent of the teachers indicated they would be available for substitute work during their fifteen day breaks.

Many of the concerns expressed by the teachers have been answered in the body of this report. There are other concerns that require further study. Curriculum adjustments, community attitudes and teacher fatigue seem to be of major concern to the teachers. The problems teachers see as causing the most difficulty for the Board of Education centered around public relations, orientation of teachers, administrators, parents and students.

ANALYSIS OF SECONDARY STUDENT QUESTIONNAIRE
ON
YEAR-ROUND EDUCATION

Due to the limited time and end of the year confusion it was possible to poll only 51 students from the high schools concerning year-round schools. Information on three plans (Mandatory Four-Quarter, Optional Four-Quarter and Optional Quinmester-45 Plans) was presented to student council officers and homeroom representatives at George Washington Senior High School and John F. Kennedy High School. A one-hundred percent return of questionnaires was accomplished by having students fill out and return the questionnaires on the spot.

Student Questionnaire

1. My reaction to year-round schools is:

45.1% favorable 3.9% unfavorable 51% mixed

2. Of the three plans presented I prefer the:

15.7% Mandatory Rotating Four-Quarter Plan
27.5% Optional Four-Quarter Plan
56.9% Optional Quinmester-45 Plan

3. I would rate my understanding of these three plans as:

13.7% excellent 84.3% good 2.0% poor

4. I would like additional information year-round education.

88.2% Yes 11.8% No

5. If I had a choice I would prefer to have the following months off:

5.9% Sept.-Oct.-Nov.
51.0% Dec.-Jan.-Feb.
11.8% March-April-May
31.4% June-July-August

6. Check below how you made use of your summer vacation last year.

49% Worked 51% Didn't Work

36% part-time
64% full-time

17.6% Attended Summer School 82.4% No
11.1% make-up work
22.2% early graduation
66.7% personal enrichment

52.9% vacationed with family 47.1% No

55.6% off island
44.4% around home

Participated in organized recreational activities.

17.6% Yes 82.4% No

7. What is your age?

Fifteen	Sixteen	Seventeen	Eighteen	N.R.
17.6%	27.6%	49.0%	3.9%	1.9%

8. What is your nationality?

27.5% U.S. Mainland	43.1% Chamorro
9.8% Filipino	1.9% Trust Territory
17.6% Other	

TOTAL: 51
RETURNED: 51

Summary

Student reaction to year-round education was favorable (45.1%). Fifty-one percent had mixed feelings. About 57% preferred the Optional Quinmester-45 Plan with 27% preferring the Optional Four Quarter Plan. This, as expected, would indicate general disatisfaction with mandatory programs.

Students showed a great interest in the concept of year-round education. This was evidenced by the fact that 88% requested additional information.

Fifty-one percent of the students polled indicated they would choose the months of December, January and February for their vacations. This would indicate that at least 49% of the students would attend summer quarters or quins if given a choice.

About 18% of the students polled attended summer school last year. Close to 67% of those attending summer school did so for personal enrichment and not remediation as expected. About 53% indicated they vacationed with their families. Of those vacationing with their families 55.6% went off-island.

When asked to indicate involvement with organized summer recreational activities 17.6% indicated they participated.

Demographic Information:

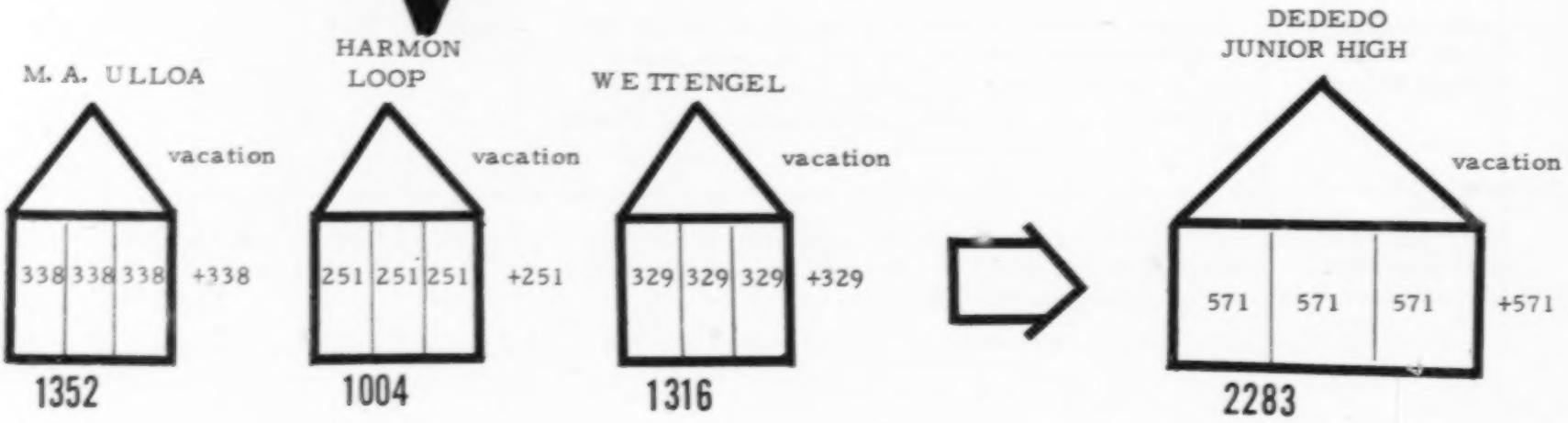
Nationality

Chamorro or Chamorro origin	52.9%
Filipino	9.8%
U.S. Mainland	27.5%
Trust Territory	1.9%
Total Other (Chinese, Japanese Hawaiian, etc.)	7.9%
TOTAL	100 %

Age Distribution		Mean
Fifteen	17.6%	16.4 years
Sixteen	27.6%	
Seventeen	49.0%	
Eighteen	3.9%	

SCHOOL PLANT UTILIZATION

45-15 PLAN



GENERAL OUTLINE OF CRITICAL INCIDENTS

Activity	Task	Start	Finish
Feasibility Study	A coordinator and assistant coordinator of year-round schools was hired to coordinate efforts of a Central Coordinating Committee. This committee then created subcommittees in each of several areas; Bus Transportation, Personnel, Federal Programs, Community Programs, Elementary Curriculum, Junior High Curriculum, Administrative details.	April 15, 1973	July 3, 1973
School Board Decision	The Territorial Board of Education must make a decision concerning the adoption of the 45-15 school calendar and one of the alternate plans for use on the secondary level.	July 3, 1973	July 15, 1973
Announcement of Year-Round School Plans	The Director of Education in conjunction with the Coordinator of Year-Round Schools must make public the Department's plans for year-round education. Included in this announcement will be the names of the pilot schools.	July 30, 1973	
Hire Coordinator and Assistant Coordinator	A coordinator and assistant coordinator must be hired to organize and direct pre-implementation and implementation activities.	Aug. 3, 1973	Aug. 3, 1973

Activity	Task	Start	Finish
Administrator and Teacher In-Service Training	One administrator and one teacher must be sent to schools currently on year-round operation. Later these personnel will be responsible for conducting workshops in their respective pilot schools.	Sept. 7, 1973	Sept. 14, 1973
Determination of Research Design Components	The areas of the pilot program to be investigated during the evaluation are identified.	Sept. 7, 1973	Oct. 1, 1973
Curriculum Adaptation, Revision and Board Adoption	Pilot schools must designate teachers to be released from classes to work on curriculum revision and adaptation to year-round format. Development of syllabuses, student handbooks, performance objectives, course descriptions, etc.	Sept. 7, 1973	Apr. 30, 1974
Designation of Agency to Conduct Evaluation	Either a consultant or agency within the existing structure of the government must be approached about internal and external research activities identified above in order to validate and certify the findings of the pilot program, as well as bid for these services. Cost benefit and Socio-Economic Impact Study	Oct. 1, 1973	Apr. 30, 1974
Budget Procedures for Pilot Schools	A committee must be established to recommend new budget procedures and methods for continuous ordering of supplies consistant with philosophy of year-round schools.	Sept. 10, 1973	Nov. 1, 1973

Activity	Task	Start	Finish
Identify Additional Personnel Needed and Necessary Details to Permit Hiring	A committee must identify additional personnel and numbers of personnel needed in the pilot schools. Programs for these additional personnel must be developed.	Sept. 10, 1973	Nov. 1, 1973
Administrative Details, Bus Transportation, Personnel	Staffing patterns, busing schedules, administrative details must be developed. Teachers willing to teach in the pilot schools must be indentified and contracted.	Sept. 10, 1973	Dec. 3, 1973
School Plant Preparation	Necessary storage cabinets, book carts must be ordered or constructed.	Oct. 20, 1973	May 1, 1973
Determine additional funds for plant preparation	Determine additional funds each school will need for storage of primary teacher's equipment and materials. Must be reflected in FY 1975 budget.	Dec. 1, 1973	Jan. 4, 1974
Workshop for Pilot School Teachers	Pilot school teachers must attend a workshop with respective administrators and teachers who attended in-service training in September 1973.	Dec. 3, 1973	Dec. 7, 1973
Pupil Assignment	Parents of students in the pilot schools must be given written notification of their children's specific attendance group and provided with a calendar outlining the school attendance for each group.	Jan. 1, 1974	Jan.1, 1974

Activity	Task	Start	Finish
Bus Scheduling	Written notification is made to parents whose children are attending pilot schools informing them of the bus routes and schedules for their schools.	May 18, 1974	May 25, 1974
Implementation (Elementary)	A pilot program of 45-15 year-round education begins in selected elementary schools of Guam.	June 24, 1974	June 24, 1974
Implementation (Secondary)	A pilot program of the Optional Quinmester-45 plan of year-round education begins in selected secondary schools of Guam.	Aug. 26, 1974	Aug. 26, 1974

PUBLIC INFORMATION

Activity		Start	Finish
Press Conference	The Director of Education and Coordinator of Year-Round Schools will meet with the news media to make the first official release of information concerning plans for year-round schools and the names of the pilot schools.	July 15, 1973	July 30, 1973
Preparation of a slide (filmstrip) about year-round school plans	A 10 to 15-minute filmstrip w/sound must be prepared explaining what 45-15 is and how it will be implemented on Guam. The presentation must also point out the reasons for the program and the benefits that could evolve from it.	Aug. 1, 1973	Sept. 7, 1973
Preparation of Briefing Materials for Speakers	An information package will be prepared for speakers who will be presenting the film strip/sound program to various audiences. The package will include background information on year round education and Guam's over-crowded schools.	Aug. 1, 1973	Sept. 7, 1973
Establishment of a Speakers Bureau	A group of personnel within the school system will be selected to participate in a speaker's bureau. This group will give the filmstrip program and relate facts about year-round schools.	Prior to October 1973	

Activity		Start	Finish
Preparation of a year-round letter to parents	The first of a series of progress reports to parents will be prepared in letter form and distributed to parents through school children in pilot area. Each report will give the status of implementation plans and information about the program.	Oct. 9, 1973	Apr. 30, 1974
Begin a series of presentations on year-round schools to small groups - coffee served, etc.	Members of Speakers Bureau will begin talks in the various villages affected to small groups assembled by the Commissioners.	Oct. 1, 1973	May 31, 1974
Various television and radio releases throughout pre-implementation year.	Set up a series of television and radio programs on KUAM and KGTF.	Sept. 1973	June 1974
Begin a series of talks and filmstrips presentations to Civic and Fraternal Organizations, PTO's, military groups, etc.	Members of the Speakers Bureau will extend the scope of their speaking engagements to the organizational level throughout the Island to gain understanding and assistance with implementation.	Oct. 1973	June 1974
Monthly progress report on year-round plans for public release	A periodic status report in the form of a feature story will be released to the news media to keep the public aware of implementation plan and progress.	Oct. 1973	June 1974

PERSONNEL DEPARTMENT

Activity		Start	Finish
Faculty Meetings	Meetings will be held with faculties of the designated schools to explain the various types of contract options, salaries. Meetings with interested instructional personnel from other schools.	Sept. 24, 1973	Sept. 28, 1973
Designation of staff members participation	Information is to be received from principals of designated pilot schools as to which staff members, both instructional and classified, do not wish to participate in the pilot program. Information is to be received from the non-designated pilot schools as to which staff members wish to be considered for participation in the pilot program.	Dec. 3, 1973	Dec. 18, 1973
Personnel Allocation	The following information will be received from the appropriate departments: 1. Number of classroom teachers allocated by grade level for each of the designated staff. 2. Number and type of specialists to be assigned to each school. 3. Within the framework of each school principals should designate the period of time each classroom teacher will be under contract. 4. Number and type of classified personnel for the designated schools.	Feb. 1, 1974 Feb. 1, 1974 Feb. 1, 1974	March 1, 1974 Feb. 28, 1974 Feb. 28, 1974

Activity		Start	Finish
Personnel Allocation (cont'd.)	5. Number and routes for bus drivers for each of the schools.		
Personnel Assignment	Staff members for all instructional and classified positions will have been assigned for the designated schools.	Jan. 2, 1974	March 3, 1974
Parent Conferences at Pilot Schools	A special program for parents of the pilot schools will be held at the schools with parents breaking up into small groups with teachers involved in the pilot program.	Apr. 22, 1973	Apr. 22, 1974

CURRICULUM REVISION

Activities		Start	Finish
Development of Curriculum Revision Proposal for each level and subject	Proposals for curriculum revision prepared by personnel released for curriculum revision in conjunction with workshop run solely for the purpose of revision. (Planning and Evaluation Unit)	Sept. 7, 1973	Oct. 1, 1973
Curriculum Development Workshop	Pre-planning is conducted by Consultant Planning and Consultation unit and certain supervisory personnel. Four-week workshops for 10 elementary participants conducted by consultant and supervisory personnel. Curriculum is reviewed and revised, guide materials written for each curriculum area.	Oct. 1, 1973	Nov. 16, 1973
Editing and Printing of curriculum guide materials	Consultants edit materials produced by workshop participants, arranges professional leave for workshop participants when re-writing is needed, supervises typing of guide materials, and arranges for printing and binding of materials.	Nov. 16, 1973	Mar. 30, 1974

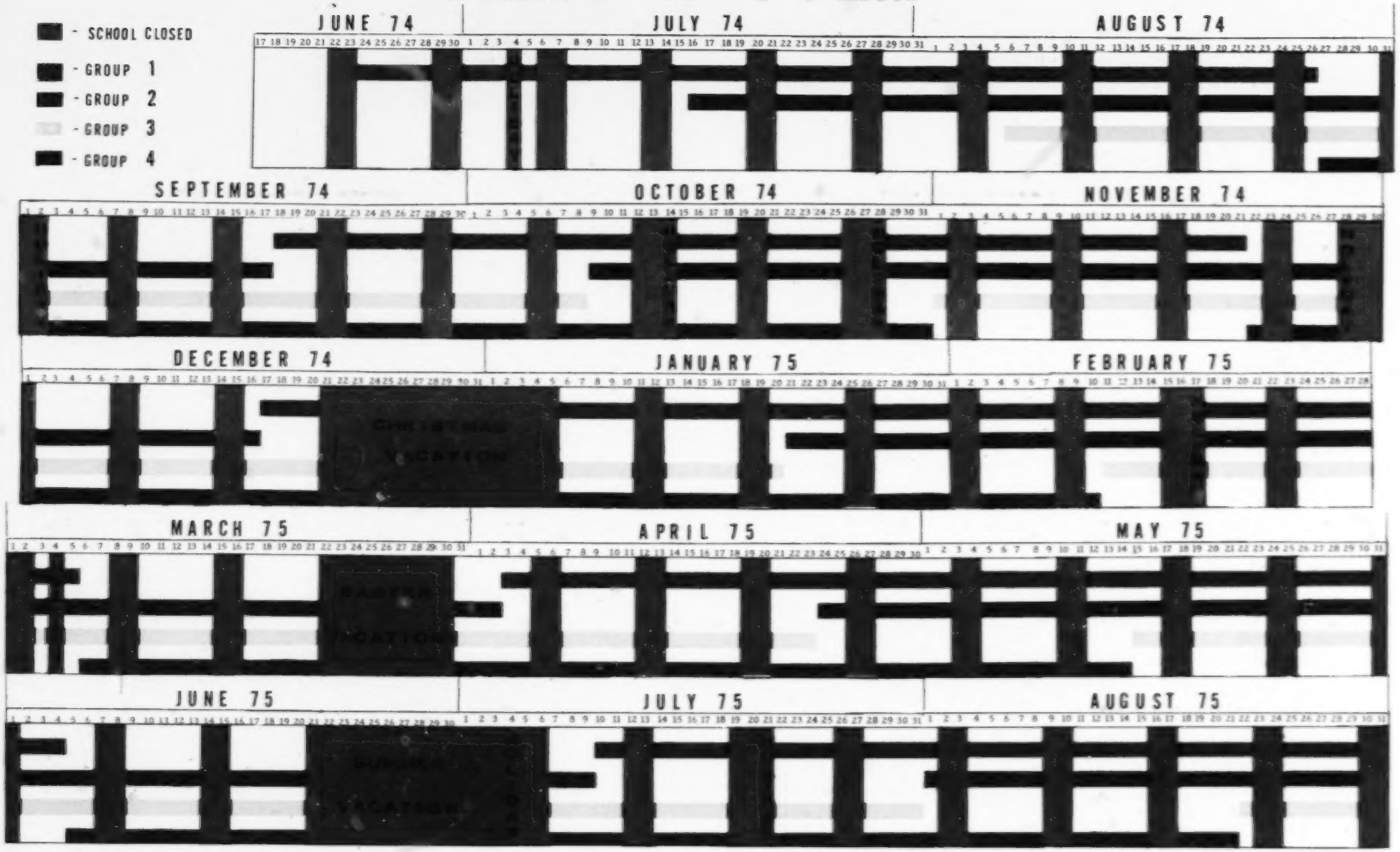
TRANSPORTATION DEPARTMENT

Activity		Start	Finish
Briefing Drivers	Information concerning year-round education as it pertains to bus drivers must be explained at a meeting at JFK High School at 9:00 A.M.	Jan. 3, 1974	Jan. 3, 1974
Routes, Stops and Drivers	Determine routes, stops and number of drivers needed.	Jan. 7, 1974	Jan. 18, 1974
Information sent to schools	Notify schools of names of drivers, buses, as signed schedules, routes and stops.	May 1, 1974	May 17, 1974
Publication of Routes	Publish information relative to schedules, routes and stops.	June 3, 1974	June 14, 1974

CUSTODIAL AND FOOD SERVICE DEPARTMENT

Activity		Start	Finish
Briefing Workers and Managers	Information concerning 45-15 plan as it pertains to cafeteria workers, custodial staff and managers at JFK High School, 3:30 p.m.	Jan. 3, 1974	Jan. 3, 1974

GUAM'S 45-15 PLAN



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